000000001271

DOCUMENT RESUME

ED 452 796 IR 020 604

TITLE	Community Update, 2000.
INSTITUTION	Department of Education, Washington, DC. Office of Intergovernmental and Interagency Affairs.
PUB DATE	2000-00-00
NOTE	76p.; For the 1999 issues, see ED 438 780.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). For full text: http://www.ed.gov/G2K/community.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Community Update; n73-82 Jan-Nov/Dec 2000
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Community Involvement; Educational Finance; Educational Improvement; Educational Technology; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Federal Government; Government Role; Government School Relationship; Higher Education; Literacy; Newsletters; *Partnerships in Education; Preschool Education; Reading Programs; *School Community Relationship; Summer Programs; Teacher Education
IDENTIFIERS	Partnership for Family Involvement in Education

ABSTRACT

This document consists of ten issues (covering January through December 2000) of the Newsletter, "Community Update," containing articles on community and family involvement in education. Article topics include: grants to improve local schools in the 21st century; the Telephone Pioneers of America; learning resources on the World Wide Web; faith communities partner with public schools to help children learn; the Chicago Partnership for Family Involvement in Education; competitive grants for improving schools; "Setting New Expectations," the seventh State of American Education address; improving teacher quality; Teachers College at Columbia University (New York) connects teachers and the community to improve quality; suggestions for summer educational activities; Washington, D.C.'s Bell High School--a multicultural model; addressing the future of Hispanic education; the demand for after-school programs; summer programs at 21st Century Community Learning Centers; modernizing America's schools; engaging family and community support for the new school year; record school enrollments; what to look for in a preschool; activities for engaging preschoolers; the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP); federal financial aid for higher education; and improving mathematics and science education. (MES)

Reproductions supplied by EDRS are the best that can be made
from the original document.

000000001272

ED 452 796

Community Update, 2000

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR020604

Community Update

No.73
January 2000
U.S. Department of Education

New Year, New Opportunities:

Grants to Improve Local Schools in the 21st Century

Competitive grant programs will award $800 million in the current fiscal year.

Insert on Family Involvement
(See inside)

Helping school districts, colleges and communities to chart their own course for improvement is a primary goal of new grants now available from the U.S. Department of Education. With the recent approval by President Clinton and Congress of the Consolidated Appropriations Act for Fiscal Year 2000, over a dozen programs with $800 million of resources are getting ready to accept applications from states, school districts and colleges.

Many of the programs will be discussed at application workshops that will help local and state educators and their partners apply and share best practices. Workshops will detail the application process and answer questions about eligibility, priorities, and requirements, as well as provide an opportunity to strengthen local partnerships among schools, colleges, employers, and community and cultural organizations.

Among the grant opportunities:

The 21st Century Community Learning Centers program helps local communities expand learning opportunities for children in safe, drug-free and supervised environments. The grants enable schools to stay open longer and provide a place for tutoring in basic skills, homework centers, and enrichment in core subjects such as art, music, algebra, geometry and second languages. Centers can also provide drug and violence prevention counseling; community service opportunities; or advice to middle and high school students about college preparation courses. In fiscal year 2000, the new competition will award approximately $185 million. Up to 1500 after-school programs will be funded with 400-600 grants to school districts in partnership with community, cultural and youth organizations. Visit http://www.ed.gov/21stcclc for more details.

GEAR UP grants build pathways to college for more than 250,000 disadvantaged youth. GEAR UP partnerships introduce their activities no later than the 7th grade to ensure that more students reach high school having taken algebra and other courses needed for college while in high school. These grants encourage colleges to partner with low-income middle schools and feature a matching requirement to leverage non-federal resources. In Fiscal Year 2000, about $200 million will be available for partnership and state grants. Visit http://www.ed.gov/gearup for more details.

The Small Schools Initiative helps local schools and communities with high school reform. The Fiscal Year 2000 appropriations legislation provides more than $42 million for competitive grants to local education agencies to plan, develop and implement smaller learning communities for students in large high schools. Schools with over 1,000 students will be able to create learning communities of 600 or less. Approaches may include creating schools within schools and career academies, as well as restructuring the school day. Schools might also institute individual adult advocates, develop teacher advisory systems or design other innovations. Visit www.ed.gov for updates on this initiative.

For more information on these and other competitive grant programs and details on the application workshops, call 1-800-USA-LEARN or visit the Web sites listed on page 5.

Community Update is available on the World Wide Web at http://www.ed.gov/G2K/community.

Do you have a question about education?

Here's where you can find the latest information, best practices and resources from the U.S. Department of Education...

Toll-free numbers and Web sites put education information at your fingertips.

General information as close as your telephone

The Information Resource Center provides general information about U.S. Department of Education programs, funding opportunities, services and publications. Information specialists can provide tips for improving education in your community in areas such as reading, college readiness and educational technology. And, through this 1-800 number, you can get referrals to individual staff, programs and offices within the U.S. Department of Education.

1-800-USA-LEARN (1-800-872-5327)
Spanish speakers available
TTY: 1-800-437-0833
e-mail: usa_learn@ed.gov

* * *

Read it here! Free publications and products

The U.S. Department of Education publishes a wealth of information for teachers, administrators, policymakers, researchers, parents, students, and others with a stake in education. The single, centralized point for ordering Education Department publications and materials is called EDPubs. More than 2,500 free publications are available through this service. Search for publications and availability online at http://www.ed.gov/pubs/edpubs.html. Also, many publications are available in their entirety on the Web at www.ed.gov.

1-877-4ED-PUBS (1-877-433-7827) or
1-800-USA-LEARN if 877 is not available in your area. Spanish speakers are available.
TTY: 1-877-576-7734
e-mail: edpubs@inet.ed.gov

* * *

News you can use–EDInfo

New reports and funding opportunities from the Department, plus additions to the FREE Web site (see article on page 6), are announced three times a week to more than 14,000 EDInfo subscribers. This free information service delivers messages from the U.S. Department of Education to your e-mail account. Each message features one report or initiative (or other information) from the U.S. Department of Education. Most messages include a summary, an excerpt, and sources of more information. You are invited to subscribe to this free service. To do so: 1. Address an email message to: LISTPROC@INET.ED.GOV 2. Write this (and nothing else) in the message: SUBSCRIBE EDInfo YOURFIRSTNAME YOURLASTNAME or visit: http://www.ed.gov/MailingLists/

* * *

Setting the agenda: The 7th annual State of American Education Address

On Tuesday, February 22nd from 12:00 to 1:00 p.m. (ET), U.S. Secretary of Education Richard Riley will deliver his annual address assessing the state of American education and outlining a vision for the future. Broadcast live from North Carolina, the speech will be available to schools and communities via satellite. For more information on this program, including free satellite coordinates, or to register, visit www.ed.gov/registerevents or call 1-800-USA-LEARN.

* * *

Get plugged in! The good news in education via satellite teleconferences

Every month U.S. Secretary of Education Richard Riley hosts the Satellite Town Meeting, an award-wining program about best practices in education. Teachers, parents, business leaders and others discuss what works for reading, technology, math, middle schools, and other critical topics. The program is broadcast live the third Tuesday of every month from 8:00 to 9:00 p.m. (ET). Watch at a with satellite downlink capabilities or, call your local cable access stations and request that they broadcast the program.

The Satellite Town Meeting is also webcast live and archived at http://ali.apple.com. The series is produced in partnership with the U.S. Chamber of Commerce and the National Alliance of Business and with support from The Bayer Foundation, The Proctor & Gamble Fund, and Target Stores.

How can schools partner with families and the community to make sure all young children are ready to learn? What can parents do to assure their young child has a quality learning environment? These questions and more will be explored on the January 18th Satellite Town Meeting, "Smart from the Start: Strengthening Early Learning for Pre-Schoolers."

For more information including free satellite coordinates and to register, visit www.ed.gov/registerevent or call 1-800-USA-LEARN.

Schools and Families • Community Groups • Religious Groups • Employers

Partnership for Family Involvement in Education

Telephone Pioneers Make a Difference for Kids

The Telephone Pioneers of America, a member of the Partnership and the world's largest industry-related volunteer organization, offers a broad-based platform of service activities that focus on education. The nearly 800,000 members across North America represent active and retired employees of telecommunications companies. Over the past year, Pioneers volunteered 20 million hours to improve life in the communities where volunteers live and work by supporting projects that stress family involvement in education.

The Telephone Pioneers of America volunteered 20 million hours for education and other community service programs in the past year.

Last October, nearly 2,000 kindergarten students in 24 cities participated in an international America Goes Back to School event sponsored by the Telephone Pioneers that was broadcast live via satellite and the Internet. The students were joined via satellite by First Lady Hillary Rodham Clinton in Watertown, New York, the Honorable John Hamm, Premier of Nova Scotia, in Halifax, Canada, and U.S. Assistant Secretary of Education Mario Moreno in Washington, D.C..

Over the last year, Pioneers distributed 185,000 "I Like Me!" personalized readers to students across North America. The book contains the child's name, the names of his or her friends and the child's teacher and school principal. Telephone Pioneers Executive Director and Chief Operating Officer Jim Gadd reflected on the value of his organization's work: "Thanks to Information Age technology and the use of this personalized reader, we were able to involve the children in a unique literacy project and provide them with a lesson on building a healthy self-concept."

New Orleans kindergarten students received their own "I Like Me!" readers, courtesy of Telephone Pioneers of America.

A kindergarten student was delighted to see his name in the reader presented by Al Burlingame, AT&T's senior vice president.

Other programs sponsored by the Pioneers include Read-to-Me kits with a parent-to-child approach that stresses the importance of parents reading to their children from birth and throughout childhood. The organization also encourages parents interested in pursuing adult literacy classes. Pioneers distributed the U.S. Department of Education's summer literacy tutoring program to 27,000 children.

For more information on the Telephone Pioneers and the education-focused programs its members provide, call the Pioneers Resource Center hotline at 1-800-976-1914.

Resources for promoting family involvement cover subjects such as reading, math, and college awareness.

Family-Friendly Resources from the U.S. Department of Education

Materials that focus on research and helping all students learn to high standards are available from the U.S. Department of Education. While supplies last, single copies are available free of charge. Call 1-877-4ED-PUBS to request these and other publications that support family involvement in education. (Refer to the inventory ID number for even better service.)

- *"Fathers Matter!"* Videotape of the recent teleconference on what communities are doing to strengthen fathers' involvement in children's learning. (EK 0216V)
- *Start Early, Finish Strong: How to Help Every Child Become a Reader* (EA 0103P)
- *Parents and Families Learning Together: Minicatalog of Free U.S. Department of Education Publications* (ER 0678P)
- *Early Childhood Digest: How Busy Parents Can Help Their Children Learn and Develop, September 1999* (ERE0015P)
- *In Spanish: Como ayudar a su hijo a aprender matemáticas [Helping Your Child Learn Math]* (ER 0654P)
- *Questions Parents Ask About Schools* (EE 0314B)

Online Resources for Family Involvement in Education

The main U.S. Department of Education Web page is at http://www.ed.gov. For information specifically on the Partnership for Family Involvement in Education, visit http://pfie.ed.gov.

Other resources focus on key areas of the Partnership's efforts, including after-school programs, reading, math, and getting ready for college. Visit these sites to learn more:

After-school: http://www.afterschool.gov provides resources, materials, and examples of effective practices of after-school programs.

Reading: Visit the America Reads program's new Web site at http://www.ed.gov/americareads/ where family members, educators, childcare providers and all interested members of the community can find information on how to help a child learn to read.

Math: The America Counts program's Web site is located at http://www.ed.gov/americacounts/ and offers research findings and resources.

Getting Ready for College: Key information about funding and materials to help all children get ready for college may be found at http://www.ed.gov/gearup.

Spotlight on a New Partner: Illinois Fatherhood Initiative

The Illinois Fatherhood Initiative is a volunteer-led organization that has created strategic partnerships across the state in support of fathers' involvement in children's lives. Efforts include an annual Illinois Father-of-the Year essay contest that encourages students to write on the topic "What My Father Means to Me" and *Boot Camp for New Dads*, a hospital-based program bringing together first-time dads to help them make the transition to fathering. Related publications include an essay booklet, calendar and resource guide. Illinois Fatherhood Initiative also cosponsors Donuts-with- Dads events to strengthen fathers' involvement with their children. David Hirsch, president of the Illinois Fatherhood Initiative, participated in the recent Partnership sponsored teleconference "Fathers Matter!" that focused on strategies for strengthening fathers' involvement in children's learning.

For more information about the Illinois Fatherhood Initiative, call 1-800-996-DADS (3237) or e-mail dads@4fathers.com.

SAVE THE DATE: May 3-4, 2000 "The Business and Education 2000 Conference: Building Strategic Partnerships that Work from the Inside-Out," in New York, NY. For information call The Conference Board at 212-339-0345 or visit www. conference-board.org/

U.S. Department of Education Competitive Grants with Increased FY 2000 Funding

Visit these Web pages for details on the application process and eligibility requirements. Or, call 1-800-USA-LEARN.

Adult Education English Literacy/Civics Education Grants
http://www.ed.gov/offices/OVAE/elcivicshome.html

Bilingual Professional Development and Expanding Foreign Language
http://www.ed.gov/offices/OBEMLA/fy2000.html

Charter Schools
http://www.uscharterschools.org/

Class Size Reduction
http://www.ed.gov/offices/OESE/ClassSize/

Community Technology Centers
http://www.ed.gov/offices/OVAE/CTC/

Comprehensive School Reform Demonstration
http://www.ed.gov/offices/OESE/compreform/

Learning Anytime, Anywhere Partnerships
http://www.ed.gov/offices/OPE/FIPSE/LAAP/

Preparing Tomorrow's Teachers to Use Technology
http://www.ed.gov/teachtech/

Reading Excellence
http://www.ed.gov/offices/OESE/REA/index.html

Safe Schools/Healthy Students/Middle School Coordinators
http://www.ed.gov/offices/OESE/SDFS/

Teacher Quality Enhancement Grants
http://www.ed.gov/offices/OPE/heatqp/

TRIO Partnerships Dissemination
http://www.ed.gov/offices/OPE/HEP/trio/dissem/

Help for College Costs

Did you know the U.S. Department of Education provides $50 billion in Pell grants, student loans and other aid every year? As the largest provider of student aid in the country, the Education Department helps 8.2 million students attend postsecondary education institutions every year. All students will need some postsecondary education in the future. Middle-income and working families should consider applying for aid and new tax credits.

There are several publications available to help families learn about financial aid, including:

- *Funding Your Education*, which provides a basic overview of federal grants, loans, and work-study programs;
- *The Student Guide to Financial Aid*, which gives detailed, step-by-step information on the financial aid process.

To view these publications online or for more information, visit http://www.ed.gov/studentaid. The Web site features an online application, counseling to prepare students for the responsibilities of financial debt, and an interactive calculator to help students and families manage their finances.

You can also call the Federal Student Aid Information Center. Specialists there can provide general information about student financial assistance programs such as Pell Grants and loans. They will answer questions about the application process, status of loans and the location of lenders. The center also distributes financial aid publications including the *Free Application for Federal Student Aid*, *Funding Your Education*, and *The Student Guide*.

1-800-4FEDAID
(1-800-433-3243)
Spanish speakers available
TTY: 1-800-730-8913
www.ed.gov/studentaid

Call 1-800-4FED-AID for information and publications on student financial assistance.

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 73

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

FREE! Learning Resources Available on the Web

Hundreds of resources are available at the FREE Web site at http://www.ed.gov/free

Where can you find hundreds of teaching and learning resources from major federal agencies? The answer is at the FREE Web site. Federal Resources for Educational Excellence is an exciting resource for teachers, parents, students, and anyone with an interest in education. FREE's Internet address is: http://www.ed.gov/free.

The award-winning FREE site is updated regularly with nearly 30 new resources added every month. New resources are featured on the home page. All resources are organized by subject and may be searched by keyword. Teacher Lynn Wallace told FREE's Webmasters, "I feel that I will use this site frequently during my teaching career. I found the site very easy to use, and a great way to find information on a variety of topics."

Some of the many FREE resources are:

- **The Virtual Jamestown** Web pages provide an open doorway to explore the history of the Jamestown settlement. The site features historical documents including laws, census data, contracts, state papers, maps, contemporary writings and art. (http://www.apva.org/)
- **The Math Forum**, where students can ask Dr. Math and tackle a "Problem of the Week." Sponsored by the National Science Foundation, the site provides K-12, college and advanced level math resources by subject. (http://forum.swarthmore.edu/)
- **The National Gallery of Art** Web pages offer online tours of the Gallery's permanent collection with in-depth studies of artists and specific works. Bring virtual priceless works of art right to your home and classroom! (http://www.nga.gov/)
- **Find Out Why** explains scientifically in plain language why baseballs fly off Mark McGuire's bat, what makes that slide on the playground slippery, why hurricanes happen and more. (www.nsf.gov/od/lpa/events/fow/start.htm)

FREE was created in response to a directive issued by President Clinton in April 1997. Since its inception, the FREE home page has been the most popular K-12 page at the U.S. Department of Education's Web site, because of the collection of learning resources from federal agencies. More than 35 federal agencies contribute to the FREE Web site, including the Library of Congress, the National Archives, the Smithsonian, the Peace Corps, the National Endowment for the Humanities, the National Park Service, the National Science Foundation, and the National Aeronautics and Space Administration (NASA).

The FREE Web site recently was recognized as one of *Government Executive* magazine's "Best Feds on the Web." The recognition was based on FREE's service to customers, as well as its large amounts of useful information, efforts to improve business practices across the government and use of new technologies. GovExec.com notes, "With hundreds of links to learning resources, the site makes teaching look exciting. The links are deep, the design is clean, and the 'What's New' section is up-to-date. What's more, the site serves both its student and teacher audiences well."

Community Update is published by the Office of Intergovernmental and Interagency Affairs.
Assistant Secretary
MARIO MORENO
Director,
Community Services
JOHN McGRATH
Designer
BARBARA JULIUS
Contributing Writers
TERRI FERINDE DUNHAM
MENAHEM HERMAN
MARTY SMITH
KIRK WINTERS

Community Update

No.74
February 2000
U.S. Department of Education

Faith Communities Partner with Public Schools To Help Children Learn

Guidelines for religious expression in public schools help protect the First Amendment and support the rights of all children and their families to freedom of religion.

Several years ago, racial unrest in the Jordon Park area of St. Petersburg, Florida, forced the entire community to face an issue that previously had concerned only some residents: Local youth needed much more support and attention, particularly in the after-school hours. From this came a coalition of local ministers, who created the Urban Fellowship Mentoring, Tutoring, and Enrichment Program.

Pursuing ways to make the after-school hours safe and productive for their young people, the ministers and lay members of faith communities associated with the Urban Fellowship Program approached the Pinellas County Schools with ideas and together they found other partners who shared their goal. Today, the Urban Fellowship Program, Pinellas County Schools, Juvenile Welfare Board, National Conference on Community and Justice (Tampa Bay region), and the University of South Florida are partners in a 21st Century Community Learning Center grant that provides safe and beneficial after-school and summer activities to middle school youth in Jordon Park.

St. Petersburg's remarkable collaboration among education and religious groups is not an isolated case. Across the country, schools are forging new partnerships with churches, synagogues and mosques, finding new ways to ensure that their community's children are kept safe, healthy, and learning.

Faith-based organizations and schools, though different in many ways, often share important goals. Both want to support children's learning in every way that they can, they want families to be involved in their children's education, and they want to see all children have the opportunity to realize their dreams. Yet one of the most sensitive matters dividing Americans still today is the issue of religion in the public schools. In an effort to end much of the confusion on this topic, Secretary of Education Richard Riley and Attorney General Janet Reno, at the direction of President Clinton, issued guidelines in August 1995 for religious expression in public schools. These guidelines were updated in May 1998.

To make the guidelines more useful to teachers, parents, volunteers and students, and to encourage appropriate partnerships between faith communities and public schools, President Clinton, in his radio address of December 18th, 1999, announced the release of a **Religion and Public Schools** kit. The kit contains the guidelines from May 1998; a publication on the First Amendment entitled *Public Schools and Religious Communities: A First Amendment Guide;* individual guides for parents, teachers, and volunteers on the topic of religion and public schools; and a book on successful partnerships between public schools and faith communities.

These new guidelines help all parts of the community, including religious organizations and people of faith, to work together in ways that protect the First Amendment rights to freedom of religion for all children and their families, while creating appropriate roles for faith communities to support families and children's learning in cooperation with schools.

For more information on these guidelines and to access the **Religion and Public Schools** kit and related publications, visit the Web site at www.ed.gov/inits/religionandschools or call 1-877-4-EDPUBS for a copy.

Insert on Family Involvement
(See Inside)

[illegible] of Education
[illegible] Riley's 7th Annual
[illegible] in Education Address
[illegible] February 22nd
[illegible] 1:00 p.m. ET

North Carolina Site of State of American Education Address

U.S. Secretary of Education Richard W. Riley will deliver his 7th Annual State of American Education Address at Southern High School, Durham, N.C., on Tuesday, February 22. Southern High School was recognized by North Carolina for making exemplary growth in just one year after being on the state's list of low-performing schools. School leaders have worked to strengthen teacher development, reduce class size, make classrooms disciplined, provide rigorous courses, and improve the learning environment. This year, the proportion of students scoring at or above average on end-of-semester tests increased by more than 50 percent.

In this 7th annual address on the state of American education, Riley will discuss the progress that has been made in education since his first address in 1994 and will challenge schools and communities to renew their commitment to ensure that all students achieve to their fullest potential in the 21st century. In the past, Riley has used his annual address to announce major policy initiatives on reading, improving teacher quality, and reforming failing schools. "It is critical for low-performing schools to do what it takes to turn around," Riley said. "I am proud to be delivering this address from Southern High, a public school whose serious steps have led to a major turnaround in student achievement."

The State of American Education address will be broadcast live via satellite from 12:00 p.m. (noon) to 1:00 p.m. Eastern time. Satellite coordinates and technical information on this free broadcast are available by calling 1-800-USA-LEARN or visit the Web site www.ed.gov/registerevent.

February Town Meeting Will Highlight Middle Schools' Unique Mission

Thoughtful educators and community leaders across the country are discovering new ways to shape the middle school experience, creating new learning environments to better influence students' intellectual and personal development. Research tells us that young adolescents between the ages of 10 and 14 experience more emotional, developmental, and physical changes than at any other time except in the first three years of life. The middle school period is also a critical transitional phase in a student's academic development, as young adolescents need to meet rigorous academic standards and be held to high expectations. Helping these young people to learn and achieve to their full potential is the unique mission of the middle school community.

On Tuesday, February 15th, this program will focus on what works in high-performing middle schools. While many of the reform issues are the same for all K-12 schools, middle schools tend to implement particular solutions, such as team concepts, flexible schedules and other administrative innovations, as well as building strong communities where all students are connected to adults. The discussion will focus on how schools and families can help middle school students start getting ready for college.

After the program, videotapes may be ordered by calling 1-877-4-EDPUBS.

For more information call 1-800-USA-LEARN or email Satellite_Town_Meeting@ed.gov.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business with support from the Bayer Foundation, the Procter & Gamble Fund and Target Stores.

GEM allows teachers to search more than 140 federal, state, university, non-profit, and commercial Web sites for lesson plans and educational materials.

New Web Site Helps Teachers Find Learning Resources

A new tool is now available to help teachers search thousands of learning resources on the Internet and find the materials that are right for their students. **The Gateway to Educational Materials** (GEM) at www.thegateway.org allows teachers to type a topic, grade level, and other information into a search screen that then retrieves lessons, instructional units, and other free educational materials on that topic, for that grade level.

GEM lets teachers, as well as parents and students, search instructional materials of more than 140 federal, state, university, non-profit, and commercial organizations. Currently, more than 7,000 items are included in GEM with hundreds of new resources being added and new consortium members joining each month.

"GEM is more than a Web site," said Linda Roberts, special advisor for technology to U.S. Secretary of Education Riley. "It is a solution that was developed by a consortium of organizations that got together and said, 'Let's find a way to make it easier for teachers to find lesson ideas across all our Web sites with one simple search'."

Partnership for Family Involvement in Education

Chicago Partnership Meeting Showcases School-Community Collaboration

Despite a heavy snowstorm, more than 200 participants packed the meeting of the Partnership for Family Involvement in Education in Chicago, Ill., on December 14, 1999, at the Doubletree Hotel. Representatives from family, school, employer, community, and faith organizations met to share best practices and to hear local, regional, and national leaders.

Illinois Deputy Governor Hazel Loucks opened the meeting by signing on the state of Illinois as the newest state member of the Partnership for Family Involvement. She outlined efforts across the state to increase the role of parents and volunteers in public schools. Next, the audience had the opportunity to witness a "Chicago Conversation" featuring the top leadership of the city's public and private schools and housing authority, as well as the CEO of a prominent education technology corporation.

Paul Vallas, CEO of the Chicago Public Schools, outlined efforts to involve parents at every level of the school system. He said that schools must see themselves as community centers and work with the larger community to respond to the needs of children. Vallas has created active partnerships with the Archdiocese of Chicago to create crisis networks and share resources. Partnerships with community colleges, parks, and museums extend opportunities for students, parents, and staff. Over 900 parents were hired as truant officers.

Elaine Schuster, superintendent of the archdiocese's more than 320 schools, underscored Vallas' points in her comments: "Private schools face the same societal problems as all schools and no school can solve these problems on its own. That's why it's important for all of us to work together to help children and their families."

(L. to R.) Hazel Loucks, deputy governor of Illinois; Paul Vallas, CEO, Chicago Public Schools; Elaine Schuster, superintendent of schools of the archdiocese of Chicago; Phillip Jackson, CEO, Chicago Housing Authority; Larry Roches, CEO, Copernicus Interactive Inc.

"Education is not one of the solutions, it is the only solution, " asserted Phillip Jackson, CEO of the Chicago Housing Authority. Jackson's personal goal is to deliver one million books for children in public housing and to "partner with anyone" to find the books children need.

Copernicus, Inc.'s Larry Roches explained his corporation's efforts to serve educators and to improve the educational experience of all students through the Copernicus Education Gateway (www.edgate.com). This network of online communities designed specifically for the K—12 education world connects resources with students, educators, and parents.

Other presenters included National PTA President Ginny Markel, Museum of Science and Industry President David Mosena, Illinois Fatherhood Initiative President David Hirsch, and Chicago Public Schools Deputy Chief Education Officer Carlos Azcoitia.

Discussing collaborations between public and religious schools was one highlight of the Chicago meeting of the Partnership for Family Involvement in Education last December.

SAVE THE DATE: May 3—4, 2000. Join other partners at "The Business and Education 2000 Conference" sponsored by The Conference Board. Exchange ideas, network and learn how to develop, manage, and evaluate successful strategic partnerships with business, government, education, and community leaders. For information call 212-339-0345 or visit www.conference-board.org/

In a New Direction: Chicago Museums and Chicago Public Schools

A new partnership connects students to learning resources in nine museums.

Nine major Chicago museums, in collaboration with the Chicago Public Schools, recently launched an initiative called Museums and Public Schools: A New Direction for Teaching Chicago's Children (MAPS). Their goal is to better connect students with the wealth of learning resources in local museums.

Participating institutions are The Adler Planetarium and Astronomy Museum, The Art Institute, The Peggy Notebaert Nature Museum, The Chicago Historical Society, The DuSable Museum of African American History, The Field Museum, The Mexican Fine Arts Center, The Museum of Science and Industry, and The John G. Shedd Aquarium.

Teachers, curriculum specialists, and museum educators developed the initiative, which includes interdisciplinary lesson plans for grades three to six. Each lesson plan incorporates museum visits. More than 2,800 first- and second-year teachers participated in the kick-off event at the Field Museum, which featured a welcome by Mayor Daley and taped messages from Bill Cosby and Oprah Winfrey. Teachers learned how to incorporate museum resources into the classroom and received free one-year memberships to each of the nine museums.

Hands-on teacher workshop at the "Museum and Public Schools" program.

ANNOUNCEMENTS

- The Center for Family Involvement in Schools at Rutgers, the State University of New Jersey, offers programs and materials that focus on math, science, pre-engineering, and technology strategies for family-school-community activities and partnership efforts. For more information, email chasek@rutgers.edu, phone 732-445-1287, or visit http://www.rci.rutgers.edu/~cfis
- Mattel Children's Foundation and The Institute for Educational Leadership announce the release of the evaluation of the Hand in Hand program to encourage parental and community involvement in children's education. This white paper provides success stories, challenges and lessons learned from this $3.3 million corporate initiative. Free copies are available while supplies last by calling 310-252-3802.
- The National PTA has designed Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs to facilitate discussion and to provide guidelines for developing a quality parent involvement program. For information call 1-800-733-6786.
- America the Beautiful Fund is offering free seeds to projects that help community organizations partner with schools to make the new Millennium green. Here is your chance to help feed hungry citizens and improve your local parks, nursing homes, libraries, community gardens, schools and other public spaces by planting vegetable and flower seeds. Obtain an application for a FREE SEED! grant by sending a self-addressed envelope to America the Beautiful Fund, 1730 K St., NW, Suite 1002, Washington, DC 20006. Or, sign up online at www.america-the-beautiful.org.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

Calendar

March 25–28
Children's Defense Fund National Conference 2000,
Hilton New York, New York City, 1-800-CDF-1200 or visit www.childrensdefense.org.

March 28–April 1
National Association of School Psychologists 2000, Sheraton New Orleans, La., 1-301-657-0270 or visit www.naspweb.org.

April 26–29
Family Resource Coalition of America National Conference, Chicago, Ill.;
1-877-338-FRCA, on-line registration: www.frca.org

Champions of Change: The Impact of Arts On Learning

Have you ever wondered how the arts can improve academic performance, energize teachers and transform learning environments?

A recent report called *Champions of Change* compiles the results of seven major studies and provides important new evidence of enhanced learning and achievement when the arts are an integral part of the educational experience, both in and out of America's K—12 schools.

Among the findings:

- Students with high levels of arts participation outperform "arts-poor" students on virtually every measure. Professor James Catterall of the UCLA Graduate School of Education and Information Studies found that sustained involvement in the arts correlates with success in other subjects and that connection is particularly strong between music and success in math.
- The arts have a measurable impact on students in "high-poverty" and urban settings. For example, the Chicago Public School District saw significant student improvement in reading and mathematics in schools where the Chicago Arts Partnerships in Education (CAPE) developed arts-integrated curricula.

Champions of Change was developed with the support of the GE Fund, The John D. and Catherine T. McArthur Foundation, the Arts Education Partnership and the President's Committee on the Arts and Humanities. To read the report online, visit http://artsedge.kennedy-center.org/champions.

Building Your Baby's Brain

Are you expecting a child? Are you the parent of an infant, toddler, or preschooler? Do you want to learn what the latest brain research means for your child?

If your answer is "yes," order this new publication from the U.S. Department of Education. *Building Your Baby's Brain: A Parent's Guide to the First Five Years* is a 43-page booklet for parents filled with hands-on, practical activities to help children learn. New parents will appreciate the tips, games and research background on why these activities are so important. For example, when a baby smiles at you, you can smile back, nod your head and talk to your baby in order to teach your baby how to relate to others. Parents of young children are reminded to take time to compliment their children and to create a safe environment for a scared child.

The book recommends giving your baby the best start in life and a healthy brain, keeping these ideas in mind:

- Remember that what you do with your child, good or bad, can affect how his or her brain grows and develops.
- Help your child feel safe and secure by responding to her needs, staying calm, and reassuring him when he is frightened.
- Talk, sing, play music, read and tell stories, and play with your child every day.

The book is derived from the Department of Education's Even Start effort on early brain development entitled *Critical Thinking about Critical Periods*. For a free copy of *Building Your Baby's Brain* in English or Spanish, call 1-877-4-ED-PUBS.

A new publication offers tips for parents of infants, toddlers, and preschoolers.

Soundbites on Preschool Education

Here's a sample of the conversation during last month's Satellite Town Meeting on preschool education:

Marylou Hyson, associate director, National Association for the Education of Young Children: "For too long there's been a separation between different parts of the early childhood community. The public schools have traditionally been somewhat separate from child care or private preschool or even from families, unfortunately.... If we are going to help all children be — not ready to learn, because they're learning right from the start — but ready to be successful young learners in public school, then we need to work together."

Kent McGuire, assistant U.S. secretary of education: "Children need a caring and nurturing environment. They need an environment where there is lots of activity. But activities that will, among other things, help develop what you might think of as preliteracy skills. Following text, turning pages, identifying letters in the alphabet and sounds."

Cheryl Merritt, director of the Double Oaks Pre-K Center in Charlotte, N.C.: "Children who have been involved in high-quality preschool programs have ... much more success in school, much more student success and achievement, much more social interaction.... Public school systems have an immediate responsibility to provide this for all."

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit [illegible]

FIRST CLASS

Issue No. 74

Apply Now! Competitive Grants Available For Improving Schools

Deadlines are fast approaching for several Department of Education grants programs.

Dozens of grants are now available from the U.S. Department of Education to help communities make fundamental changes in children's education. Schools, communities, states, and partnerships are encouraged to apply for a variety of grants designed to help children read well and independently by the end of the third grade; make schools more disciplined and drug free; expand after-school programs; raise academic standards; help middle and high school students prepare for college; make college more affordable; get useful technology into classrooms; reduce class and school size, recruit qualified and well-prepared teachers; and expand learning opportunities for all disadvantaged youth.

Examples of grants available to help keep schools safe include:

Safe and Drug-Free Schools—Middle School Coordinators

This program enables middle schools to hire alcohol, drug and violence prevention coordinators. The role of the coordinators is to identify the most promising strategies and programs for preventing alcohol and drug use and creating a safe environment for learning, and to work with school officials to implement those strategies and programs. For more information call Pat Rattler at 202-260-1942, email Pat_Rattler@ed.gov or visit www.ed.gov/offices/OESE/SDFS.

Safe and Drug-Free Schools—Alternative Strategies

This program will help school districts identify effective procedures, policies, and programs that serve to discipline students without suspending or expelling them. The program will also require school districts to develop and implement strategies for continuing to provide educational services to those students who are eventually suspended or expelled. For more information contact Ann Weinheimer at 708-5939, email Ann_Weinheimer@ed.gov or visit www.ed.gov/offices/OESE/SDFS.

These programs and several others will be featured on a special satellite teleconference: *Funds to Improve Middle & Secondary Schools: A Grants Workshop.* In this live program, the U.S. Department of Education will provide the information you need to apply for grants to improve teaching and learning in your school, covering issues such as: the application process, the key evaluation criteria, how the applications are judged, amounts of money available, the competition schedule, and contacts for information. The interactive teleconference will take place on Monday, March 13, 2000, from 12:00 Noon to1:30 p.m. (Eastern time). Visit www.ed.gov/registerevent for a program schedule.

As of February 2000, many grant applications are available and deadlines are fast approaching. For detailed information with application numbers and deadlines, the document *Forecast of Funding Opportunities Under the Department of Education Discretionary Grant Programs for Fiscal Year (FY) 2000* is available at http://ocfo.ed.gov/grntinfo/forecast/forecast.htm. Summaries of program information may be found at http://www.ed.gov/inits/FY2000/index.html. CU

Community Update is published by the Office of Intergovernmental and Interagency Affairs
Assistant Secretary
MARIO MORENO
Director,
Community Services
JOHN McGRATH
Designer
BARBARA JULIUS
Contributing Writers
TERRI FERINDE DUNHAM
IDA EBLINGER
MARY SMITH

Community Update

No.75
March 2000
U.S. Department of Education

"Setting New Expectations"

The Seventh State of American Education Address

In his annual State of American Education address, Secretary Riley urged a mid-course review for moving standards into the classroom.

In his seventh annual State of American Education address, delivered February 22 to more than 1,800 people at Southern High School in Durham, North Carolina, U.S. Secretary of Education Richard W. Riley called on all citizens to set new expectations for American education and to continue efforts to create a "democracy of excellence."

Saying that the state of education in the nation is changing for the better, but that significant challenges remain, Secretary Riley released a five-year report card showing the country's academic progress and suggested a series of action steps to build on the progress already made in education.

States and school districts are at a critical juncture in the effort to raise academic standards for all children, Riley said. He urged a "mid-course review" for moving standards into the classroom and emphasized five guiding principles for states to follow:

1. Have a healthy and ongoing dialogue with parents and teachers. Go the extra mile to make sure that parents understand and support the efforts of teachers and principals.
2. States must make sure that their standards are challenging—and realistic. Ratchet up standards a step at a time rather than try to make one huge leap all at once.
3. You can't improve something you can't measure—we have to create quality assessments that have a direct connection to the standards. If all our efforts to raise standards get reduced to one test, we've gotten it wrong.
4. Invest wisely to improve teaching and learning. Talk alone won't get the job done. Reforms such as high-stakes tests and high school exit exams must be supported by a commitment to provide the resources and time necessary to enable students and teachers to succeed.

American Education
2000
www.ed
USA-LEAR

U.S. Secretary of Education Richard Riley delivers his State of American Education address at Southern High School in Durham, North Carolina, on February 22, 2000.

5. Insist on real accountability for results. Students must have multiple opportunities to demonstrate competence, and educators should rely on more than one measure to make a final decision. Don't give up on students who still don't meet the promotion standards. We should be creating alternatives that provide intensive help.

In his remarks, the secretary also urged a national discussion on elevating the teaching profession and ensuring teacher quality. Towards this end, he proposed that states consider new ways to restructure teachers' time, professional development, and pay systems, including making teaching a full-time, 11-month-per-year profession.

For the complete text of Secretary Riley's remarks, visit http://www.ed.gov/Speeches/soae/index.html on the World Wide Web.

Insert on Family Involvement
(See inside)

Related articles on the State of American Education Address may be found on pages 2, 3, 5, & 6.

Expanding Advanced Placement Opportunities

"Raising standards is making sure every high school in America is offering Advanced Placement classes," declared Secretary Riley at the first National Forum to Expand Advanced Placement Opportunities held in Washington, D.C. on February 10-12, 2000.

Over 300 participants from 44 states and four territories gathered to share best practices on effective ways to use Advanced Placement (AP) and other challenging courses to encourage student achievement and to discuss how to strengthen access to high-quality secondary school curriculum and preparation for college. State teams also received technical assistance for applying for funds under the U.S. Department of Education's Advanced Placement (AP) Incentive Program.

The Advanced Placement Incentive Program offers states federal grants to implement strategies that help to expand the pool of low-income students enrolling in AP courses and taking AP tests, and expands the number of low-income schools offering AP. The program appropriation has increased from $4 million in FY 1999 to $15 million in FY 2000.

Last year, the state of West Virginia was awarded one of the first AP Incentive Program grants. West Virginia has shown a consistent commitment to providing all students the opportunity to participate in the Advanced Placement program. In 1996-1997, the West Virginia pass rate on AP tests increased by 13 percent. The new Advanced Placement grant has enabled West Virginia to offer the challenging courses to a larger student population by removing the economic barrier of test fees. The state is implementing a wide variety of programs using the funds from the program.

Applications from states for the Advanced Placement Incentive Program are due March 27th. For more information on the grant program or the Advanced Placement program, visit these Web pages: ww.ed.gov/offices/OESE/SIP/programs/advp.html and www.collegeboard.org/ap. For additional information on how the AP program works in your state, contact your state education agency.

The Advanced Placement Incentive Program offers states federal grants to help low-income students enroll in AP courses and take AP tests.

Upcoming Community Updates will focus on reading programs and America Goes Back to School!

Community Reading Programs Featured on March's Satellite Town Meeting

Experience shows that the most effective community reading programs marshal all local resources to support schools and families in building strong readers. Creating a good program requires vision, resources and support across the community, and sustaining that program—with dedicated volunteers, ongoing support, and increasing visibility—is a challenge.

The March 21 Satellite Town Meeting, **"Nurturing Readers: Building and Sustaining Community Reading Programs,"** will feature Secretary Riley and his guests, including local and national experts, sharing their ideas on how to work with schools, motivate volunteers, and create lasting foundations to help children read.

One of the featured programs, the **Ypsilanti Housing Commission** hosts a community reading program to tutor children three afternoons every week. The elementary school-age students take the bus from school to learning and resource centers in their neighborhoods where donated snacks are ready. University students from Eastern Michigan University lead one-on-one tutoring and other learning activities. This successful program also involves elderly community residents as volunteers.

This free, live, interactive teleconference can help communities and schools begin the discussion about building and sustaining community reading programs. Consider planning a local meeting around the event, broadcast the program on your local cable access station, or tape the discussion for future use. Just provide these coordinates to your technical coordinator:

C-Band: Satellite: Telstar 6C; Transponder/Channel: 7; Orbital Location: 93 degrees West; Downlink Frequency: 3840 mHz; Polarity: Vertical; Audio: 6.2 and 6.8

KU-Band: Satellite: SBS-6; Transponder/Channel: 9; Orbital Location: 74 degrees; Downlink Frequency: 11921 mHz; Polarity: Horizontal; Audio: 6.2 and 6.8

For more information about this and other programs in the Satellite Town Meeting series, call 1-800-USA-LEARN, or visit www.ed.gov/inits/stm. You can also subscribe to STM-List, a free, read-only service providing the most up-to-date information about satellite teleconferences, at Satellite_Town_Meeting@ed.gov

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business with support from the Bayer Foundation, the Procter & Gamble Fund and Target Stores.

Schools and Families • Community Groups • Religious Groups • Employers

Partnership for Family Involvement in Education

Parents Featured in the State of American Education Address

Parents were a primary focus in U.S. Secretary of Education Richard Riley's Seventh Annual State of American Education address delivered on February 22. In this annual assessment of the state of America's schools, Secretary Riley stressed the need to involve parents at every level in their children's education and offered some specific advice on what parents can do to help their children succeed.

1-800-USA-LEARN
www.ed.gov
2000

Secretary Riley holds up a photo of his youngest grandchild, Will Riley.

"I urge parents to slow down their lives and listen hard to what their children are saying."

Standards are now part of every child's educational experience and parents need to understand the critical issues behind the standards, noted Secretary Riley. He called for states and schools to engage in a "healthy and ongoing dialogue with parents and teachers." He talked about the need to listen to parents' concerns and stated, "the ultimate success of this effort depends on our teachers and principals and it requires us to go the extra mile to make sure that parents understand and support their efforts."

Early childhood was one of the major themes of the address. On the issue of a child's first months of life, the secretary echoed the administration's proposal to expand paid maternity leave by expanding the Family and Medical Leave Act. He called this effort "wise national policy in this new century."

In supporting the idea of universally available pre-kindergarten, the secretary called for "new expectations for our nation's growing pre-K effort." He lamented the fact that a recent study on kindergarten-age children indicated that less than half of all parents are reading to their toddlers every day, though a large percentage read with them some. "My message to parents is to read, read, read," he emphasized. "If all parents will read with their children 30 minutes a day it makes a powerful difference. Please read and talk to your children. The nursery rhymes they hear will surely help them in their later years. Every conversation you have with them can spark their brain connections to grow some more."

Secretary Riley spoke directly to parents when he discussed the need for young people to have a sense of connection. "I urge parents to slow down their lives and listen hard to what their children are saying. Even in their silences, teenagers are telling us a story about their lives. Our schools need to give our children a well-rounded education. But the most important thing we can give young people is a deep, abiding sense of hope."

On a personal note, Secretary Riley introduced his eleventh grandchild, William Daniel Riley, born just three days before the speech. He noted, "This is a wonderful time to be alive and to be an American." ▣

Reconnecting Fathers and Schools

- How can you successfully involve fathers in school meetings? The Center for Successful Fathering (CSF) offers several tips: 1) specify "dads" in the invitation; 2) have children invite their fathers; and, 3) include hands-on activities in the meeting. CSF offers seminars and educational materials designed to bring about the cultural changes needed to have schools and communities be supportive of active fathering. For more information contact 1-800-537-0853 or visit www.fathering.org
- How can all fathers—even those in prison—get engaged in their children's lives? The Virginia Fatherhood Campaign suggests these ideas: 1) Respect your child's mother; 2) Earn the right to be heard; 3) Be a teacher; 4) Read to your children; 5) Show affection; and 6) Remember that a father's duty is never finished.

Dad's Day at Tower Elementary near Wichita Falls, Texas, sponsored by the Center for Successful Fathering.

The campaign focuses on the importance of father's involvement in children's lives and the life of the community. For more information, call 757-877-6794.

Figure This! Family-Friendly Math Challenges

www.figurethis.org offers free math challenges for families and middle school students

Learning high-level mathematics takes more than forty minutes a day in the classroom. Students—especially in middle school grades—need the support of teachers, families and friends to understand the excitement and energy of mathematics both in school and in the world.

The Figure This! initiative provides families with challenging math activities that help middle school students learn higher level mathematics they need to know. The challenges are FREE and available online at www.figurethis.org or 1-877-GO-SOLVE.

Figure This! needs community and corporate partners to promote and distribute the challenges to employees, members and customers. This can be a valuable way of enhancing any organization's family involvement and local school improvement efforts. For more information, contact Jessica Schwartz at the Widmeyer-Baker Group (202-667-0901) or jessica.schwartz@twbg.com. Figure This! is supported by the National Science Foundation and the U.S. Department of Education.

ANNOUNCEMENTS

The National Coalition for Parent Involvement in Education (NCPIE), recently held its First Annual Review of Family Involvement in Education to exchange views on the current state of family involvement, to support school reform and to close the achievement gap. More than 40 organizations attended. For more information visit NCPIE's Web site at www.ncpie.org or contact Sue Ferguson, NCPIE Chair, at 3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030 or e-mail: ferguson@nea.com.

To help connect students with vanguard environmental work, the Orion Society offers an internship service through the Orion Grassroots Network (OGN), a rapidly growing network of over 200 grassroots organizations doing cutting-edge work in their communities and home-places. Visit www.orionsociety.org/ognintemships.html.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, their presence here does not constitute an endorsement by the U.S. Department of Education.

Calendar

March 25-28
Children's Defense Fund National Conference 2000, Hilton New York, New York City. 1-800-CDF-1200 or visit www.childrensdefense.org/conference/conference.html

March 28–April 1
National Association of School Psychologists 2000, Sheraton New Orleans, New Orleans, La., 301-657-0270 or visit www.naspweb.org

April 26-29
Family Resource Coalition of America National Conference, Chicago, Ill., 1-877-338-FRCA, on-line registration: www.frca.org

May 3-4
"The Business and Education 2000 Conference," Hilton New York, New York City, 212-339-0345 or visit www.conference-board.org

A New Generation of Principals

In his 2000 State of American Education address, Secretary Riley lamented the "growing shortage of principals who know how to move standards into every classroom [and] principals who can motivate families and communities to be engaged in their children's schools."

One solution may be the Principals' Executive Program (PEP), a professional development program for principals, assistant principals, and other leadership personnel in North Carolina's public schools. Established in 1984 by the North Carolina General Assembly, PEP seeks to improve the performance of the state's K–12 students by developing the knowledge and improving the skills of school administrators as managers and education leaders.

Located at the University of North Carolina at Chapel Hill, PEP is modeled after Harvard's leadership training program for business executives. The participants are principals from all grade levels and from all corners of the state. Each year four groups of 35 to 40 principals—all nominated by their superintendents—travel to Chapel Hill for 165 hours of classroom instruction scheduled over a four-month period. (Nearly all costs are paid from state funds; the rest are picked up by the individual school districts.) The program is a rigorous residential academic program that is very different from standard courses in school administration.

Developing more programs like this is one goal of the proposed School Leadership Program. In his FY2001 budget request, President Clinton asked Congress for $40 million to assist states in helping prepare the next generation of principals. The School Leadership Program would provide current and prospective superintendents and principals—particularly individuals who serve in high-poverty, low-performing districts and schools—with sustained and intensive training to improve their capacity to serve as effective leaders and successfully implement standards-based reforms in their schools and classrooms.

As proposed in the administration's Elementary and Secondary Education reauthorization bill, this program would establish 20 state or regional leadership development centers that would provide professional development opportunities for approximately 10,000 current or prospective school administrators a year.

For more information on the budget request, visit www.ed.gov/offices/OUS/Budget01/.

For information on the principalship, visit the Web sites of the National Association of Secondary School Principals (www.nassp.org) and the National Association of Elementary School Principals (www.naesp.org).

The School Leadership program would provide superintendents and principals with help to implement standards-based reforms in their schools and classrooms.

Innovative Web Page at Southern High School

Southern High School in Durham, North Carolina, hosted Secretary Riley's State of American Education Address. Southern High School was recognized by the state for its exemplary academic improvement, when the proportion of students scoring at or above average on end-of-semester tests increased by more than 50 percent.

Visit www.southern.durham.k12.nc.us, the school's state-of-the-art Web site which boasts of a wealth of resources for teachers, students and parents. Explore the "academic" and "content" links for a glimpse of the tools offered. One such tool is the "CyberLatin" page which offers mythology, history and interactive applications.

Ready for Summer Reading?

Order Free Literacy Posters Today

America Reads has free Read*Write*Now! Activity Posters for children in kindergarten through grade six. These large, vivid posters have an imaginative illustration on the front and fun literacy activities on the back. They make great take-home gifts for students to practice reading and writing skills over spring vacation or after school. The activities also make excellent tools for tutors or mentors working with young readers. In one activity, students write book reviews for publication on the America Reads Web site. The activity posters are available in English and Spanish. To order, call toll-free (877) 4ED-PUBS or order online at www.ed.gov/pubs/. To review the activities on the Web, go to: www.ed.gov/americareads/kids_rwn.html/.

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit No. G-17 2 : 40

FIRST CLASS

Issue No. 75

Improving Teacher Quality:

New Funds for Recruitment, Preparation and Licensing

Parents want their children's teachers to have strong content knowledge and the skills to understand a student's strengths and weaknesses.

An innovative partnership in Michigan is hard at work to produce high-quality teachers for local schools. Through the Title II Teacher Quality Partnership grant awarded to Saginaw Valley State University, school and university faculty along with local community and business partners and K–16 administrators are revamping the teacher preparation system. Over five years, these partners will reshape preservice education for 1,200 new teachers, deliver quality professional development to 47,000 current teachers and imr ing for more than 360,000 K–12 s

These changes will result from a grant from the Title II Teacher Quality Enhancement program. The program emphasizes making reforms in teacher recruitment, preparation, licensing and support systems to ensure that new teachers have the knowledge and skills to teach their students to high standards.

Part of Title II of the Higher Education Act, three new competitive grant programs were developed by Congress and the Clinton administration to support the policy and practice innovations necessary for the nation to meet its teacher quality challenges. The programs are: State Title II Grants supporting systemic policy and practice changes for institutions of higher education; Teacher Recruitment Grants aiming to attract strong new students to the profession through grants to states and to partnerships; and, Partnership Grants supporting comprehensive redesign of teacher preparation programs.

Known collectively as the Teacher Quality Enhancement program, competitive grants have been awarded to states and to school-university partnerships for comprehensive reform of teacher licensure systems, teacher recruitment efforts, and teacher preparation programs. New accountability mechanisms for states and for teacher preparation programs were also created by Title II as measures of change and success in reaching these goals.

For the public, the hopes and challenges embedded in Title II come down to a simple expectation: parents want teachers for their children who have expert-level content knowledge and whose teaching skills enable them to understand a student's strengths and weaknesses so they can better develop a child's learning skills. Families also want a support team of other teachers and administrators in the school who can help each child reach his or her full potential.

For more information on the Title II Teacher Quality Enhancement Program, visit www.ed.gov/offices/OPE/heatqp/. CU

Community Update is published by the Office of Intergovernmental and Interagency Affairs
Assistant Secretary
MARIO MORENO
Director,
Community Services
JOHN McGRATH
Designer
BARBARA JULIUS
Contributing Writers
ED CROWE
IDA EBLINGER
TERRI FERINDE DUNHAM
LAVELLE JOHNSON
MARY SMITH
LANORA WILLIAMS

Community Update

No.76
April 2000
U.S. Department of Education

Visit www.ed.gov/americareads to find more helpful information for families, educators, child care providers, and community groups.

Making a Bright and Brainy Summer

What goes up most during the summer?
A. The temperature
B. The price of gas
C. The school achievement gap

If you guessed "C," you get an A! Research shows that in the early grades, large gaps in student achievement are due in part to gains made—or not made—when school is out of session. Once the last bell rings, most youngsters are expected to goof off.

But exercising kids' brains in the summer can bring big benefits in the fall. In particular, disadvantaged students and struggling readers can gain the most from a summer filled with learning activities.

And with the recess only two months away, now is the time to consider how you can help your child continue his or her academic progress. You don't need a lot of extra time or cash to give your kids a smarter summer. The trick is to find the fun in reading every day.

This summer, the America Reads program at the U.S. Department of Education is giving away a free colorful poster featuring PBS' cartoon favorite *Arthur*. On the back of the poster are lots of reading and writing exercises for children in grades K-6. Once the activities are completed, kids earn a free pizza from Pizza Hut. Now that's a summer celebration!

Remember that any daily reading, including comic books, is good for kids' brains. The key to success is for the child to choose the subject. A librarian can help children select books on any topic—from baseball to butterflies, from horses to hurricanes—so that they are truly reading for pleasure.

Children can also work on their writing skills by writing weekly letters to a pen pal or a distant friend. Like reading, writing skills benefit from practice.

This Read*Write* Now! Arthur Activity Poster will be available this summer, along with a Spanish version at a later date. Check the America Reads' Web site at www.ed.gov/americareads for availability.

Also, younger children can play games by spotting letters or words on street signs, in newspapers, or even on cereal boxes. Older kids will find that a crossword puzzle boosts spelling and vocabulary if an adult makes it into a friendly game.

So when schools are closed, young minds and books must stay open. If you want to make this a bright and brainy summer for children, call ED PUBS toll free on 1-877-433-7827, or go online at www.ed.gov/pubs to order materials. Ask for the free brochures titled *Summer Home Learning Recipes* to find activities that suit your child's age. (Only one copy per customer; teachers may order one copy per student.) And for guidance on how to start a summer reading program, ask for the *Read*Write*Now! Tip Sheet*, available in both English and Spanish.

Insert on Family Involvement
(See inside)

Quality Mathematics and Science Teaching Featured in April Town Meeting

Immediate feedback, demonstration lessons, joint planning, and coaching are some of the benefits math teacher Janet Falkowski enjoys as part of a model professional development program in the Pittsburgh Public Schools. Several times a month, a demonstration teacher visits her classroom and teaches a lesson on a particularly difficult concept or on how to use a new technique.

"When I went to school, technology wasn't prominent, and now it is," notes Ms. Falkowski, a seventh-grade math teacher at Frick International Studies Academy, a public middle school. "And to keep the students ready for the 21st century, I need to keep up to really help them along and enhance what I'm teaching in the classroom."

Encouraging high-quality teaching is one of the primary goals of the Pittsburgh Reform in Mathematics Education (PRIME) program. The multi-year effort includes content and performance standards, standards-based assessment, high-quality instruction materials, rigorous professional development, and accountability. PRIME will be one of the programs featured on the upcoming Satellite Town Meeting entitled, "Multiplying Excellence: Ensuring Quality Mathematics and Science Teaching."

On Tuesday, April 18th from 8:00 to 9:00 p.m., U.S. Secretary of Education Richard Riley will host a live discussion on ways that school districts around the country are taking aggressive steps to improve the mathematics and science teaching profession. Featured will be efforts to improve recruitment, preparation, retention, professional growth, and support of mathematics and science teachers in K-12 classrooms nationwide. The program will also discuss the progress of the National Commission on Mathematics and Science Teaching for the 21st Century, chaired by former U.S. Senator and astronaut John Glenn.

To participate, you only need to locate a facility with satellite downlink capabilities. Otherwise, call your local cable access station or school-board channel and give them the satellite coordinates. Register at www.ed.gov/registerevent.

Coordinates: C-Band: Telstar 6; Transponder/Channel: 7; Orbital Location: 93 degrees West; Downlink Frequency: 3840 mHz; Vertical Polarity; Audio: 6.2 and 6.8. Ku-Band: SBS-6; Transponder/Channel: 15; Orbital Location: 74 degrees; Downlink Frequency: 12068 mHz; Horizontal Polarity; Audio: 6.2 and 6.8.

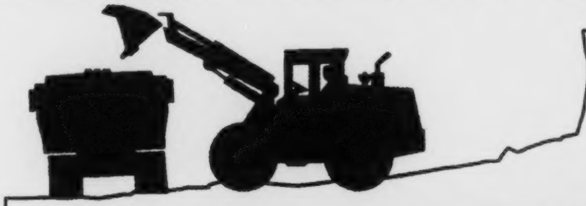
To view live or archived Web casts of the Satellite Town Meeting, visit Apple Computer's Apple Learning Interchange at http://ali.apple.com/events/aliqttv/.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business, with support from the Bayer Foundation, the Procter & Gamble Fund and Target Stores.

April's Satellite Town Meeting focuses on ways to recruit, prepare, and retain high-quality math and science teachers.

Mars Millennium Project Extended

The Mars Millennium Project, which challenges K-12 students to design an imaginary village for humans on the red planet, has been extended through the end of 2000. Participation guides with ideas for learning, exploring, and creating a community on Mars are available by calling 1-877-4ED-PUBS (1-877-433-7827). Guides can also be ordered or downloaded from the project's Web site at www.mars2030.net.



Tell Us How We're Doing

Over the next few months, we are working on redesigning *Community Update* to better serve you, our readers. We would like to know what you think. Here's your opportunity to help shape the newsletter that provides *you* with the latest information on resources for improving education in your community.

To get the ball rolling: What changes would you like to see in the new design? What feature would you like to see in every issue? What resource information is most important to you? Would you be interested in an online version of *Community Update*?

All comments are welcome. Please share with us your ideas by April 28, by sending them to our new e-mail address at Community_Update@ed.gov, or by faxing them to 202-205-0676. Please note "Community Update Feedback" on the coversheet.

000000001283

Partnership for Family Involvement in Education

Teachers College Connects Teachers and The Community to Improve Quality

When the issue of teacher quality drew public attention as schools rushed to fill slots left by retiring teachers, Teachers College at Columbia University began preparing for the challenge.

The college launched the Center for Educational Outreach and Innovation in 1996 to find ways of connecting teacher preparation with the community. The heart of the mission is to link course training and hands-on classroom experience to better prepare students to meet the many challenges of today's classroom.

Today, the center conducts more than 200 professional development programs that focus on key issues, which include family involvement in education, the digital divide, and after-school learning. The programs are offered to local public school educators at the center's facility in New York City and to those across the nation by way of distance learning.

Through its outreach initiatives, the center emphasizes that all students can learn to high standards when parents and other stakeholders across the community work together with local schools. One of these efforts includes a CD-ROM that contains presentation materials on preparing educators for family involvement. Developed in collaboration with the Partnership, "Partners for Learning: Preparing Teachers to Involve Families" includes speakers' notes, overheads, and a video clip from a teleconference hosted by Vice President Al Gore and U.S. Secretary of Education Richard Riley.

As the nation's classrooms continue to diversify, requiring teachers to have the ability to interact with a wide range of students, the definition of "teacher quality" continues to expand. The center sponsors institutes that bring together researchers and practitioners from across the globe to focus on educational technology, equity and standards, and leadership development.

Teachers College was among the first postsecondary institutions to sign up with the Partnership for Family Involvement in Education, following its inception in September 1994.

The need for high-quality teachers has become a growing demand among America's schools, as well as a critical issue on the education agenda. Over the next decade, our nation's schools will need to hire 2.2 million teachers, more than half of whom will be first-time teachers.

Information about the Center for Educational Outreach and Innovation, its activities and programs, can be found online at http://www.tc.columbia.edu/ceoi.

Teachers College offers programs to meet the changing definition of "quality teaching."

Kathy Richland

About Our Partners

The Art Institute of Chicago, with a grant from The Pew Charitable Trusts, will host a fun-filled day of activities, performances, and gallery walks for families on April 15. "Behind the Lions: A Family Day" will allow parents an opportunity to try out ideas for engaging their children with art. Families will follow a new Lion's Trail and meet Artie the Lion.

The Institute sponsored a workshop in March to teach parents how to enjoy a productive and enriching visit to the museum with a child. For more information, call 312-857-7161 or visit www.artic.edu.

Research Links Parent Involvement to Kindergartners' School Success

New findings support the importance of family involvement in children's learning.

Family characteristics and home experiences are two of the factors that determine children's knowledge and skill development, reports a new study released by the National Center for Education Statistics.

According to the report, *America's Kindergartners*, characteristics such as a mother's or father's education level, the primary language spoken in the home, and the number of parents heading the household can contribute to stark differences in learning abilities among children.

The study also found that children's success in school—or lack thereof—is in part related to events and experiences, including early child care, that occur prior to children entering kindergarten for the first time. One finding revealed children's performance in reading, mathematics, and general knowledge increased with the level of a parent's education. Home activities such as reading to the child or interacting through play were also found to be linked to a child's future success in school.

The findings are based on data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. Approximately 22,000 kindergarten children were surveyed in the fall of 1998. To download a copy of this report, visit http://nces.ed.gov. A hard copy can be requested by calling toll free at 1-877-4ED-PUBS (1-877-433-7827). ■

ANNOUNCEMENTS

- The National Education Association (NEA) last month sponsored its third annual reading awareness program. On March 2, approximately 20 million children and adults nationwide joined in the celebration "Read Across America," which marked the 96th birthday of the late, legendary author Dr. Seuss. Reading selections included Dr. Seuss favorites *The Cat in the Hat*, *Green Eggs and Ham*, and *The Sneetches and Other Stories*. For more information on NEA's reading campaign, visit www.nea.org/readacross or call 202-822-SEUS (202-822-7387).

- Approximately 3,500 trees are being planted at 40 schools annually, as part of the "Cool Schools" partnership between the Los Angeles Unified School District, several non-profit organizations, and the city's Department of Water and Power. In conjunction with this effort, the "Garden in Schools" program will also help to encourage hands-on science education, provide energy-saving shade, improve the aesthetics of the schools, and link students with community volunteers, as part of a statewide initiative through the California State Department of Education. For more information on the Cool Schools initiative, call Robert Hamm at 213-633-7587. Call Nonnie Korten at 818-762-1156 for the Garden in Schools program.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

Calendar

May 3-4
New York City, New York—The Business and Education Conference hosts "Building Strategic Partnerships that Work from the Inside-Out." Call 212-339-0345 or visit www.conference-board.org/bus&ed.htm.

IAS Conference Schedule
Starting fall 2000, regional meetings of the Partnership for Family Involvement in Education will be held on the third day of the Improving America's Schools (IAS) conferences. These Partnership meetings are open to everyone without charge. Visit the IAS conference Web site at www.ncbe.gwu.edu/iasconferences or e-mail ias_conference@ed.gov. To be placed on the mailing list, call 1-800-203-5494.

The following conference dates are scheduled:

September 18-20
Sacramento, California

October 2-4
Louisville, Kentucky

December 13-15
Washington, D.C.

000000001284

Getting Wild About Reading

It's a jungle out there if you don't know how to read, which is why a new PBS series airing this spring will help kids get "wild" about reading. *Between the Lions* helps children ages four to seven learn to read through a mix of songs, stories, skits, puppets, animation, and live action.

This daily series, which premieres Monday, April 3 on PBS (check your local listings for air time), uses a variety show format to give young viewers fun and creative opportunities to learn about language, phonics, vocabulary, and sentence structure. *Between the Lions* is named for a family of lions—Theo, Cleo, Lionel, and Leona—who run a library, introducing viewers to the many places they are likely to encounter the written word.

Each 30-minute episode is based on a "whole-part-whole" teaching approach, which many reading experts recommend as a way to combine the most effective whole language and phonics-based reading strategies. An episode opens in the library and introduces the "whole"—an original story, for instance—which triggers a "part" segment—possibly a music video—with the library characters pulling together all the pieces in the end.

More than just a television show, *Between the Lions* is accompanied by an interactive Web site at http://www.pbskids.org/lions, scheduled to launch with the broadcast premiere. Every episode has its own link with a read-along story and related games. Among the games is "Pick a Pigeon," a set of reading comprehension quizzes with the animated pigeons Walter and Clay. Young Web surfers can also subscribe to a weekly e-mail newsletter, *The Paw Print*—all for free!

NEW JERSEY
33

Chrysble Sherman

Lionel the Lion Interviews New Jersey Nets player Stephon Marbury, one of many special guests appearing on the new PBS series.

Parents can find what they need to help their children learn to read from a Parents Survival Manual. The "Top Ten Tips" of how to's—how to read to your kids, how to make a book, how to teach warning labels, and more—help parents turn everyday situations into great opportunities to develop family literacy.

Between the Lions is funded in part by a Ready to Learn grant from the U.S. Department of Education. ▣

Connecting Schools and Homes To Help Children Read

Schools and families looking for ways to work together to improve their children's reading skills now have another resource that will help them join forces.

A Compact for Reading Guide

The *Compact for Reading Guide* provides a five-step plan for developing effective family/school compacts for Title I schools, although all schools can benefit from these ideas and resources. Compact partners, including educators, parents, and community members, sign an agreement as part of their pledge to improve the literacy and language arts skills of their students, including those with disabilities and limited English proficiency.

The *School-Home Links Reading Kit* puts the compact to work, with a selection of 400 activities—100 for grades K-3. Both the kit and the guide may be obtained easily by downloading them from the U.S. Department of Education's Web site at http://www.ed.gov/pubs/CompactforReading, or by requesting a copy at 1-877-4ED-PUBS (1-877-433-7827) while supplies last.

Also, to better guide and evaluate partnership efforts, a training initiative will be launched this summer for state, district, and local administrators and teachers. For more information on the Family/School Compact for Reading and its training initiative, contact Susan Thompson-Hoffman at 202-401-0091, or Daisy Greenfield at 202-260-0971.

The *Compact for Reading Guide* and the *School-Home Links Reading Kit* are part of a series of materials designed to help schools and families improve student performance. Several states, including Alabama, California, Texas, Michigan, Washington, Colorado, Maryland, and Missouri, have already adopted the Compact for Reading program. ▣

Research says that the greatest predictor of student achievement is not income or social status, but rather the extent to which parents become involved in their children's education.

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

86 02:35

Issue No. 76

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

Free Tutors—A Dream Come True!

Do you dream of the day when you can hire all the reading tutors you need without worrying about the cost of paying them? Your reverie could become reality! Through the America Reads initiative at the U.S. Department of Education, the federal government will pay up to 100 percent of the wages of college students who tutor children (and some adults) in reading. Students get financial aid and you get paid tutors. It's a sweet dream for everyone!

Who is eligible to accept these tutors?

Just about any organization. Tutors may work in public, private, and faith-based schools, child care centers, libraries, family literacy programs, community centers, and after-school and summer programs. Tutors can work with children from infancy through elementary school, or with parents or caregivers who need help with their own literacy skills.

Where do I start?

Contact the financial aid officer of your local college and university. Ask if they are already taking advantage of the America Reads Federal Work-Study Program.

What if the college is already sending tutors elsewhere?

Suggest they expand. Remind them that by July 1, a new federal law requires colleges to use at least 7 percent of their federal work-study funds for community service (up from 5 percent). Ask if they can place more tutors with you this fall. Offer incentives: a safe facility, help with tutors' training, transportation, or timesheets.

THAT'S RIGHT. YOU'RE NEEDED NOW.

What if the university is not participating?

Tell them that the new law also requires every institution receiving federal work-study funds to have a reading tutor program in place by July 2000. Also, propose a partnership to meet both this deadline and your community's need for effective literacy tutors.

What if the Financial Aid Office is unresponsive?

Try the offices of the Provost; Service Learning; Community Service; or the dean of the School of Education.

For more information and free materials on Federal Work-Study tutors, visit the America Reads' Web site at www.ed.gov/americareads/coluniv_fws.html, call 1-800-USA-LEARN (1-800-872-5327), or e-mail America Reads at AmericaReads@ed.gov. CU

Community Update is published by the Office of Intergovernmental and Interagency Affairs.
Assistant Secretary
MARIO MORENO
Director,
Community Services
JOHN McGRATH
Editor
NICOLE ASHBY
Designer
BARBARA JULIUS
Contributing Writers
TERRI FERINDE DUNHAM
MENAHEM HERMAN
PAM HUGHES
ABA KUMI
MARY SMITH
SHARON STEVENS

Community Update

No. 77
May 2000
U.S. Department of Education

"In an international economy, knowledge—and knowledge of language—is power."
—Secretary Riley
March 2000

D.C.'s Bell High School—A Multicultural Model

When Secretary Riley went looking for a site to host a recent address on the future of Hispanic American education, he didn't have to look far. Bell Multicultural Senior High School, a District of Columbia public school located just a few miles from the Education Department, was the ideal setting: a culturally rich student body that is two-thirds Hispanic, and an inclusive approach to learning that the secretary called "a model for communities across the nation."

Bell faces the same challenges that all schools of the 21st century encounter as the American classroom grows—teaching multiple languages, reducing class sizes, and building modern facilities, to name a few. Nonetheless, Bell is an example of how a school can achieve "excellence through diversity," as the secretary said, which happens to be Bell's motto.

For instance, 98 percent of the school's students are below the poverty line, yet Bell has achieved a 95 percent attendance rate and a dropout rate of only 10 percent, far below the national average.

Principal Maria Tukeva says that one of the key success factors is to make sure that "people who work at the school have a commitment to the students, and to the community and to the whole philosophy of what you're trying to do."

It was the concerted efforts of the community that got the school off the ground in 1979. To respond to the educational needs of Hispanic, immigrant and other minority youths, Bell started as a non-profit alternative school with the support of federal and private funding, in cooperation with the D.C. Public School System. A decade later, it became part of the school system.

Dave Snyder

U.S. Secretary of Education Richard Riley gives his address on the progress and challenges of Hispanic American education, on March 15, at Bell Multicultural Senior High School in Washington, D.C. To read excerpts from the speech, see page 5.

Mrs. Tukeva says that schools also have to offer supportive services that may include counseling, career development and mental health services for students.

"If you want parents to be involved," she adds, "you have to also reach out and provide what parents need." Bell offers parents evening classes on English language and American citizenship.

For every 150 students, the school has a guidance counseloras well as a full-time college counselor. Bell's notable success in preparing students for higher education—70 percent of the students go to college—results in part from the wide variety of Advanced Placement (AP) classes it offers. "They

Continued on next page

Insert on Family Involvement (See inside)

The U.S. Department of Education has a number of free resources on education that are available in both English and Spanish. Some are uniquely designed for Hispanic students and families. For more information, see back page.

Courtesy of Bell Multicultural High School

Principal Maria Tukeva, pictured in her office at Bell, has been the principal of the Washington, D.C., school since its founding 20 years ago.

Continued from previous page

have had the college-class experience," says AP chemistry teacher Ann Woodson about Bell graduates.

Like other teachers at Bell, Mrs. Woodson knows that improving student learning requires more than doing the minimum of what's expected. She comes in an hour before class, makes her home available for practice sessions, and takes the students to the chemistry lab at Montgomery College in Takoma Park, Maryland, where she was an adjunct professor before joining Bell in 1992.

With students for whom English is a second language, Mrs. Woodson uses a special learning strategy: they create cards with formulas on one side and vocabulary words on the reverse, and bring them to class for discussion.

"They are working in groups that are multicultural, so that already is a plus for them going into the college community," Mrs. Woodson says. "They have experienced a diversity which, for a lot of kids coming from a very nuclear [environment], is a big adjustment. For our kids, it's not an adjustment."

To meet both space and resource needs, plans are in the works to create a second campus that will include computer and chemistry labs. The new campus, which will join the middle school across the street, is expected to be ready by 2004.

With the charge of educating students from all over the globe, Mrs. Tukeva believes her students' limited English proficiency should not lower the achievement bar. "Even if you don't speak English when you first come here, that doesn't mean that you're not going to be held to the same high standards," she says. "It might mean that you have to come to tutoring after school; it might mean that you have to come to summer school. But you can achieve at high levels."

> ***"Even if you don't speak English when you first come here, that doesn't mean that you're not going to be held to the same high standards," says Bell Principal Maria Tukeva.***

Youth-Adult Connections at May Satellite Town Meeting

Today's news is full of stories of disengaged, scared and disconnected youth. But in many schools and communities, adults connect individually with students to provide a sense of hope and security for all young people and to improve learning.

In this month's Satellite Town Meeting, "Connecting with Youth: High Standards and Safe Schools," U.S. Secretary of Education Richard Riley will lead a discussion about schools that set high standards, foster positive relationships between staff and students, and promote meaningful parental and community involvement.

The meeting will air live on Tuesday, May 16, 8:00–9:00 p.m. EST. This free, interactive teleconference can help communities and schools begin the discussion about making meaningful connections with youth. Consider planning a local meeting around the event, broadcast the program on your local cable access station, or tape the discussion for future use.

To join the Satellite Town Meeting, register your participation at www.ed.gov/registerevent. Just provide these coordinates to your technical coordinator:

C-Band: Satellite: Telstar 6C; Transponder/Channel: 7; Orbital Location: 93 degrees West; Downlink Frequency: 3840 mHz; Polarity: Vertical; Audio: 6.2 and 6.8.

Ku-Band: Satellite: SBS-6; Transponder/Channel: 15; Orbital Location: 74 degrees; Downlink Frequency: 12068 mHz; Polarity: Horizontal; Audio: 6.2 and 6.8.

To view live or archived Web casts of the Satellite Town Meeting, visit Apple Computers' Apple Learning Interchange at http://ali.apple.com/events/aliqttv/.

For more information about this and other programs in the Satellite Town Meeting series, call 1-800-USA-LEARN, or visit www.ed.gov/inits/stm. You can also subscribe to STM-List, a free read-only service providing the most up-to-date information about satellite teleconferences, at Satellite_Town_Meeting@ed.gov.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business with support from the Bayer Foundation, the Proctor & Gamble Fund and Target Stores.

Partnership for Family Involvement in Education

Maryland Joins McDonald's and Other Partners

The Maryland State Department of Education is working with McDonald's Family Restaurants, Comcast Cablevision and a host of business and education partners to strengthen family involvement in education across the state.

The Family Focus campaign offers citizens an opportunity to strengthen students' learning through mentoring and tutoring activities that help prepare them for college and the workforce.

This partnership effort was recently kicked off with an annual commitment from Comcast Cablevision of $2 million for parent involvement messages, public service announcements and news stories. McDonald's will provide parent suggestion boxes in their local restaurants and, jointly with Maryland's Department of Education, fund incentives to create or enhance programs that increase parent participation.

Additional partners include the Maryland Congress of PTAs, the Boy Scouts of Maryland, the American Association of Retired Persons and the Maryland Association of Elementary and Secondary School Principals.

To learn more about Family Focus, write to Darla Strouse, executive director, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or fax her at 410-333-3867. GU

Gearing Up to Go Back to School!

If you are an education, community or parent leader, your help is needed in preparing for America Goes Back to School. Begin planning to launch your annual campaign to encourage families, schools and communities to make the most of the summertime as an added learning opportunity. Organize activities that will challenge our students to soar.

Whatever you do—whether you start a summer tutoring program in reading, coordinate a mentoring program in math or a citywide parade before the new school year——remember that all efforts will take time and planning. Use the months of May and June to seek out experienced collaborators, assess your community's needs, survey resources, set goals and, most importantly, share information. Tie in celebrations ending summer programs with the back-to-school campaign in the fall.

For your free copy of an America Goes Back to School activity kit (available **only after** May 15), call 1-877-4ED-PUBS, or visit the U.S. Department of Education's Web site at http://www.ed.gov/Family/agbts. GU

Each year, America Goes Back to School draws attention to the critical need for parent and community involvement in improving local schools.

Long Island Youth Services

About Our Partners

Partners to Potential, a tutorial program based in New York state, provides after-school learning opportunities for Hispanic and African American children in grades 2–4 to help strengthen their reading skills and build their character.

The program, housed at eight area churches, is sponsored by the Long Island Youth Guidance in collaboration with local schools. Joe Campo (pictured to the left) has directed this volunteer effort since 1993.

For more information, contact Joe Campo, director, Partners to Potential, Long Island Youth Guidance, 505 Grand Boulevard, Deer Park, New York 11729-5300.

PFIE Partner Nominated for Smithsonian Award

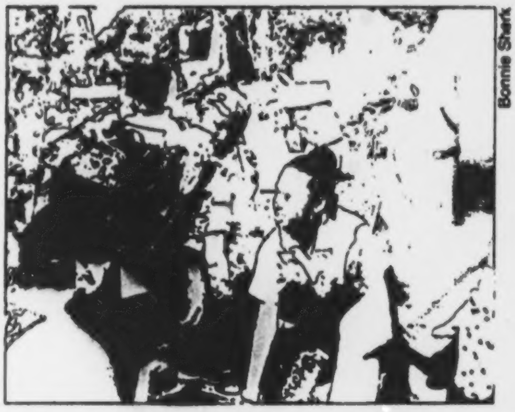
"Living Libraries" help schools reflect their history, diversity, ecology and cultures.

In southwest San Francisco, the campuses of three adjacent schools, separated by concrete and chain-linked fences, are being transformed into a "Living Library." Under the direction of Life Frames, Inc.—a non-profit company that seeks to develop culturally sensitive learning environments—students recreate their school landscapes into a "library" that links nature and technology.

Students so far have built a pond with a flowing stream, carved out images of plants and animals from wooden fences, planted additional gardens, and built a major compost bin. They document their progress through a variety of online technologies.

Results from the Living Library project will become part of the Smithsonian's collection at the American History Museum. Life Frames, the project's sponsor, was nominated for the Computerworld Smithsonian Awards Program, which archives case studies by nominees who use information technology in innovative ways to benefit society. The winner will be announced next month.

Living libraries also serve as an attempt to foster community involvement in schools. These libraries use state-of-the-art communications technology in an effort to help schools reflect their history, diversity, ecology and cultures.


Bonnie Sherk

San Francisco students team up with The Home Depot to transform their campus into a "Living Library." Results from the project are available online at www.wenet.net/~livlib.

The goal of Life Frames is to develop an electronic network of "Branch Living Libraries" around the world that would provide a repository of information to show the relationship between biology, culture and technology.

Students from Balboa High School, James Denman Middle School and San Miguel Child Development Center participated in the project. For more information, contact Bonnie Sherk at 415-206-9710 or 212-242-1700.

ANNOUNCEMENTS

- *Working for Children and Families: Safe and Smart After-School Programs*, jointly authored by the U.S. Departments of Education and Justice, highlights research evidence on the effectiveness of after-school programs in increasing the safety of children, reducing their risk-taking, and improving learning. In addition, the report offers a national listing of after-school programs that identify what's working. To download this report, visit http://pfie.ed.gov. For a hard copy, while supplies last, call toll free 1-877-4ED-PUBS.
- The National PTA has just released a new publication, *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Organized around the National PTA's standards for parent involvement in schools, the guide provides examples and resources for building partnerships with schools, as well as self-evaluation instruments. For more information, visit http://www.pta.org/programs/bsp/book.htm or call the publisher toll free at 1-800-733-6786.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

Calendar

May 3–4

New York City, New York
The Business and Education Conference "Building Strategic Partnerships that Work from the Inside-Out." Call 212-339-0345 or visit www.conference-board.org/busEd.htm.

June 25–July 1

Washington, D.C.
The League of United Latin American Citizens, LULAC, 71st Annual National Convention and Exposition. Call 202-833-6130 or visit www.LULAC.org.

July 11–13

St. Louis, Missouri
Born to Learn, Parents as Teachers Ninth Annual International Conference.
Call 314-432-4330.

IAS Conference Schedule

The Partnership will hold meetings on the third day of the 2000 Regional Conferences on Improving America's Schools. The conferences will be held on September 18–20 in Sacramento, California; October 2–4 in Louisville, Kentucky; and December 13–15 in Washington, D.C. To register, call 1-800-203-5494 or visit the conference Web site at www.ncbe.gwu.edu/iasconferences, or e-mail ias_conference@ed.gov.

Addressing the Future of Hispanic Education

"Excelencia Para Todos—Excellence for All: The Progress of Hispanic Education and the Challenges of a New Century" is the title of Education Secretary Richard Riley's groundbreaking address on March 15 at Bell Multicultural Senior High School. Excerpts of the speech follow:

[W]hen we talk about Hispanic Americans we are speaking about individuals from more than 20 different nations, with countless dialects, different skin colors, and varying tastes in food and music....

Regardless of these differences, there is one unifying factor in their lives: education, the primary and shared source of hope, opportunity and success. It is our duty as a nation to ensure that the Hispanic community has every opportunity to achieve a quality education and the success that can accompany it....

Five Challenges for Hispanic Education

1. Learning English and at least one other language to become bi-literate in the 21st century
2. Finding new ways of teaching including hiring quality teachers and implementing small classes and small schools
3. Lowering the dropout rate through early intervention
4. Increasing community and family involvement
5. Constructing a future with modern buildings and technology in every classroom

There are no simple solutions. It will require a comprehensive focus on education from pre-K to postgraduate levels; from childhood to adulthood; in school, after school, and at home; and all the time with the support of the community....

It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive—and should be treated as such. Perhaps we should begin to call the learning of a second language what it truly is—" bi-literacy"....

That is why I am challenging our nation to increase the number of dual-language schools to at least 1,000 over the next five years, and with strong federal, state and local support we can have many more....

[However]... 54 percent of all teachers have limited English proficient (LEP) students in their classrooms, yet only one-fifth of teachers feel very prepared to serve them....

We need teachers who not only know more than one language but also have the background and training to maximize the learning potential of students with diverse backgrounds. We need teachers who, when they see a Latino child—or any minority student—have high expectations and visualize great achievements for that child....

While the achievement gap between Hispanic and white children remains high, progress is [nonetheless] evident...Hispanics have made significant gains on NAEP math assessments at all levels and greater gains in science than their white peers. And Hispanic Americans have more than quadrupled their enrollment in higher education over the last two decades, although they are still vastly underrepresented....

The best schools are those that operate as centers of the community for both children and adults. They are schools that are supported by community centers, and after-school programs that enhance educational opportunities....

The heart of the Latino community is the family. Parents must be supported in guiding their children to take challenging courses and in providing them the support to stay in school and go on to college....

To be fully engaged in learning in the 21st century, all students need access to the most modern learning tools—the computer and the Internet—and every teacher needs to be well trained to use and teach them effectively....

Technology is not a substitute for solid teaching and learning of the basics like reading and writing, science and math. But it does offer a way to enhance traditional learning; to open the doors to the best libraries and museums, particularly for students in disadvantaged schools, and to raise achievement levels....

...In closing, I would like to mention a recent comment by a Latino educator who noted that "young children learn from the very beginning that they have the power to influence their world." I suspect it is education that gives them this power.

This year, the administration committed more than $8 billion to programs that support the Hispanic Education Action Plan ($800 million in new dollars).

We must forge solutions and create opportunities for Hispanic Americans for the new century, just as we have done for so many other groups pursuing the American Dream throughout our history.

When we achieve this, when we transcend stereotypes and overcome the tyranny of low expectations, then we will be able to guarantee everyone the key civil right for the 21st century—a quality education.

A full copy of the speech is available at http://www.ed.gov/Speeches/03-2000/000315.html.

In just five years, Hispanics will be the largest U.S. minority. By 2050, nearly one-quarter of our population will be Hispanic.

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 77

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

Recursos en Español: Spanish Resources

A variety of free publications are offered through the Department of Education for Spanish speakers and individuals or communities who serve Hispanics. To view a complete listing of these publications, visit the Department's Spanish Web page—*Recursos en Español*—at http://www.ed.gov/offices/OIIA/spanishresources/. For single copies of the most recent materials while supplies last, call ED Pubs toll free on 1-877-433-7827, and refer to the inventory identification numbers in parentheses for each of the publications listed below.

¡Aproveche!
Servicios e Información Sobre la Educación
Desa
la me
de l
jóve
50 m

Available in Spanish

- *¡Aproveche! Servicios e información sobre la educación* brochure (EK0218B) lists toll-free numbers to offices with bilingual specialists.
- *Vamos juntos a la escuela* video kit (EKR0061K) offers tips for parental involvement in early childhood, reading, mathematics and college preparation.
- *Desafíe la mente de los jóvenes; 50 maneras de mejorar la educación* booklet (EK0136P) offers tips on 50 ways to challenge young minds.
- *Ayude a fortalecer el futuro académico de su hijo* booklet (EK 0113B) helps strengthen your child's academic future.

Available in English

- *Hispanic Serving Institutions [HSIs] Serving the Community, Serving the Nation* video kit (EK0222K) describes how HSIs act as intellectual and cultural resources to their communities.
- *What Works for Latino Youth* directory provides a summary of programs on individuals and communities who are addressing the strengths and needs of Latino youth. This resource is available online at http://www.ed.gov/offices/OIIA/Hispanic/rr/.

Department Web Sites

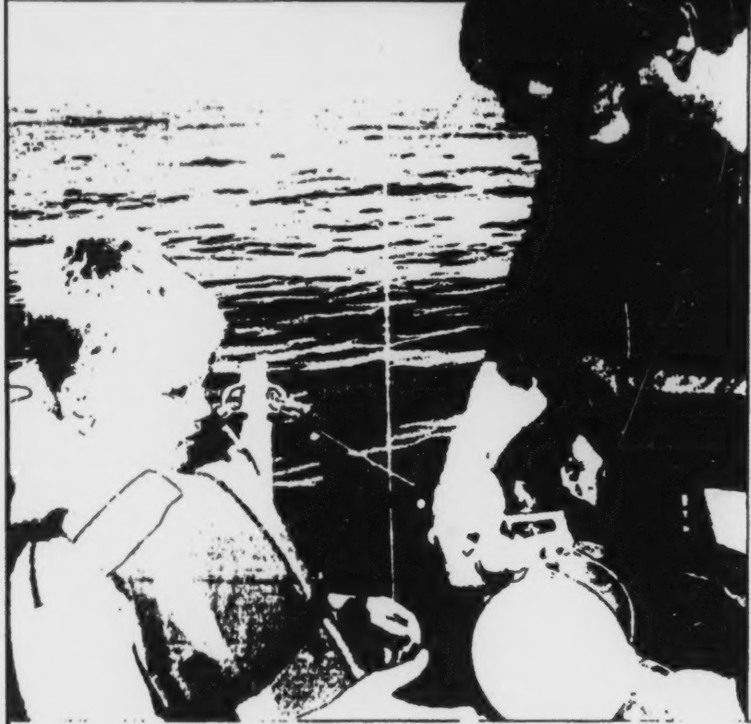
- *White House Initiative on Educational Excellence for Hispanic Americans*
  http://www.ed.gov/offices/OIIA/Hispanic/
- *Office of Bilingual Education and Minority Languages Affairs*
  http://www.ed.gov/offices/OBEMLA/
- *Office of Migrant Education*
  http://www.ed.gov/offices/OESE/MEP/

Community Update is published by the Office of Intergovernmental and Interagency Affairs.
Assistant Secretary
MARIO MORENO
Director,
Community Services
JOHN McGRATH
Editor
NICOLE ASHBY
Designer
BARBARA JULIUS
Contributing Writers
TERRI FERINDE DUNHAM
SUZANNE KENT
NORMA JEAN REVILLA
KIM WATKINS-FOOTE
RACHEL WEINSTEIN

U.S. Department of Education

COMMUNITY

Issue No. 78 UPDATE *June/July 2000*



This summer, community learning centers across the nation will offer students programs in tutoring, community service, technology, recreation and character development.

FULL STORY ON PAGE 4

Demand for After-school Programs

Research Supports Increasing Need for Enrichment Activities

A number of recent studies are raising awareness of the critical need for programs for children that extend beyond the traditional school day. When the school bell rings, as many as 15 million latchkey children return home to empty houses. Unsupervised youth are at risk of not only getting poor grades but also becoming victims—or even perpetrators—of crime.

According to a recent guide jointly authored by the U.S. Departments of Education and Justice, communities fare better when their young people are engaged in enriching, supervised activities after school, especially between the hours of 2 p.m. and 8 p.m., when the juvenile crime rate is at the highest.

Working for Families and Children: Safe and Smart After-school Programs gives evidence that successful programs are both safe and engaging. For example, the after-school programs established by the Hamilton County Board of Education in Chattanooga, Tennessee, offer art, ballet, drama, cooking and aerobics classes, along with math and language arts tutoring. The programs are the result of 21st Century Community Learning Center grants funded by the Department of Education (see pages 4–5 for more information).

(CONTINUED ON PAGE 2)

INSIDE UPDATE

June Satellite Town Meeting features summer and after-school programs
PAGE 2

California camp draws students to a summer of community service
PAGE 3

Camp Birmingham gears up for a twelfth season of reading
PAGE 6

America Goes Back to School provides continuity between school and summer learning
PAGE 7

Afterschool Action Kit gives step-by-step advice for starting programs
PAGE 8

U.S. Department of Education

COMMUNITY UPDATE

Issue No. 78

June/July 2000

COMMENTS

Editor
Community Update
400 Maryland Avenue, S.W.
Room 5E209
Washington, D.C. 20202
Fax 202-205-0676
OIIA_Community_Update@ed.gov

SUBSCRIPTIONS

ED Pubs
P.O. Box 1398
Jessup, MD 20794
1-877-4ED-PUBS
edpubs@inet.ed.gov

CREDITS

Community Update is published by the Office of Intergovernmental and Interagency Affairs, U.S. Department of Education.

Assistant Secretary
Mario Moreno

Director, Community Services
John McGrath

Editor
Nicole Ashby

Contributing Writers
Terri Ferinde Dunham
Lenora Bennett
Sara [illegible] Koenig
Kimberly Watkins-Foote

Designer
Jason Salas Design
Fairfax, Virginia

Satellite Town Meeting

SUMMER AND AFTER-SCHOOL PROGRAMS

Summer and after-school programs will be the focus of the June 20th Satellite Town Meeting entitled "Learning Everywhere," which will highlight programs across the nation that help provide young people with safe, enriching and fun activities.

Airing 8–9 p.m. Eastern, this live, interactive broadcast will explore how schools and communities are finding new and exciting ways to provide students with opportunities for learning that allow extra time for study of the basics as well as subjects not offered in the regular school curriculum.

To join the meeting, locate a facility with satellite downlink capabilities. Otherwise, call your local cable access station or school board channel and give them the satellite coordinates. Free coordinates and registration may be found at www.ed.gov/registerevent.

To view live or archived Web casts of the Satellite Town Meeting, visit Apple Computer's Apple Learning Interchange at ali.apple.com/events/aliqttv/.

The June program will conclude the 1999–2000 Satellite Town Meeting series. A new season will begin in September. For an announcement of the 2000–2001 series, watch the Web page at www.ed.gov/satelliteevent or call 1-800-USA-LEARN after July 1st.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business with support from the Bayer Foundation, the Procter & Gamble Fund and Target Stores.

COORDINATES

C-Band: Telstar 6; Transponder/Channel: 7; Orbital Location: 93 degrees West; Downlink Frequency: 3840 mHz; Vertical Polarity; Audio: 6.2 and 6.8. Ku-Band: SBS-6; Transponder/Channel: 15; Orbital Location: 74 degrees; Downlink Frequency: 12068 mHz; Horizontal Polarity; Audio: 6.2 and 6.8

Challenging the Status Quo

Progress in American education during the past seven years is outlined in the report *Challenging the Status Quo: The Education Record, 1993–2000*, published in April.

The report details important initiatives that are working to boost accountability and student achievement; strengthen teacher quality; expand public school choice and charter schools; increase parent involvement and use of educational technology; make schools safer; help get students ready for college; and open the doors of higher education to all Americans.

The period covered by the report also witnessed a moving away from the traditional federal regulatory approach to a new model of partnership with states, local school districts and community partners.

One such success story is the significant increase in support for after-school and summer school programs through the 21st Century Community Learning Centers initiative, a unique public-private partnership with the Mott Foundation. If Congress provides the requested $1 billion for 2000–2001 to fund the learning centers, they will support enriched learning for 2.5 million children and 750,000 adults in high-need rural and urban communities by next year.

This report can be downloaded from www.ed.gov/inits/record/.

(CONTINUED FROM PAGE 1)

An update of a publication that first appeared in 1998, the guide released this year includes the latest research, resources and information on promising practices.

A copy of *Working for Families and Children* is available online at www.ed.gov/pubs/parents/SafeSmart/.

A recent survey conducted by the Mott Foundation and JCPenney found that 9 out of 10 American voters believe there should be an organized activity for children after school. For details, visit www.mott.org/21ccsummary/.

The Department of Education has joined forces with the Mott Foundation, which has pledged to spend more than $100 million over seven years on after-school programs, and with a host of partners that form the Afterschool Alliance, to ensure that every child in America has access to quality after-school programs by the year 2010.

Dial S-O-S for Summer Learning

Community service requirements are now part of many school curricula, but often the service hours are minimal, placement opportunities limited, and training and support systems modest.

"If young people are to see themselves as citizens of their communities," explains Jenni Martin, director of education at a children's museum that developed a camp called Summer of Service, "they must participate in real, meaningful activities that support their interests, engage their talents and use their energy productively."

Launched in 1998 by the Children's Discovery Museum of San Jose, California, the Summer of Service program will run its third consecutive season this summer, offering over 90 middle school youths a chance to serve their communities, discover their talents, make new friends and simply have fun.

Aptly dubbed "S-O-S," the camp runs four two-week sessions for students 12–14 years old, who are too old for traditional day camps but too young for full-time employment.

For each session, participants select one of four teams—Purple, Orange, Green and Red—with a focus on museum services, young children, the environment and underserved populations. Red team members, for instance, may volunteer at a camp for children with diabetes.

Students lend a helping hand for a summer of service.

Campers start off the day with a "rev up" discussion led by a community expert, addressing such difficult issues as homelessness and AIDS. After a full day's work at their community service sites, they return to the museum for a "reflection" session to share the day's events. Ending a challenging week, Fridays become "fun days" that include a barbecue, kayaking and rollerblading.

The museum provides a safe haven for all youth in the community and offers scholarships that extend the SOS opportunity to low-income, Latino students, who participate in its after-school Discovery Youth program, which provides a continuum of learning activities year round.

One participant wrote, "I used to think that community service was something adults could do, but now I know that kids can make a difference."

SOS recently won a Promising Practice Award from the Metropolitan Life Foundation and Association of Youth Museums for strengthening the community and building civil society. Designed by the museum's education department, the program was created with seed funding from Work/Family Directions.

For more information, visit the museum's Web site at www.cdm.org.

Education Investments in Congress' Court

President Clinton and Vice President Gore are requesting that Congress make a $4.5 billion increase over last year's budget and pass two important tax credits—school construction bonds and the College Opportunity Tax Credit—to improve educational opportunities. However, the recently adopted Congressional Budget Resolution is $2.3 billion below the president's request and does not include the tax credits.

In the months ahead, Congress will meet to provide specific funding levels for the Department of Education's programs. White House Budget Director Jack Lew remarked, "Absent significant improvements to the appropriations and other bills, the president simply cannot and will not sign an education appropriation that fails to provide for our schools, our students and their teachers."

The current Congressional Budget Resolution will cut many of the Department's crucial programs. For example, the Resolution is $450 million below the president's request for class-size reduction, which would prevent the hiring of 20,000 teachers, reducing class size in grades 1–3 to a nationwide average of 18 students per class.

Congress is also cutting the president's request for after-school programs by more than $500 million, which would deny approximately 1.6 million school-age children in over 6,000 centers access to before- and after-school and summer programs in safe, drug-free environments.

Furthermore, the Resolution does not adopt the president's 1.3 billion proposal which would renovate 5,000 public schools. According to a recent report by the National Center for Education Statistics, school buildings begin rapid deterioration after 40 years of use and the average public school is 42 years old. In addition, Congress has not adopted the request for $25 billion in bonds over five years to help local communities build and modernize 6,000 schools.

The Resolution also cuts financial aid for college students by eliminating the proposed $30 billion in tax relief over 10 years for students and families under the College Opportunity Tax Credit; by reducing the maximum Pell Grant award to $3,275—$225 less than the president's request; by providing grants to 94,000 fewer students; and by reducing the president's College Work-Study program by $77 million and 78,000 students.

"In this new century, education is more important than ever," stated Secretary of Education Richard Riley, "and now is the time to fund important programs, which make such a difference in students' lives."

Camp Continuum

The 21st Century Community Learning Center (CCLC) program is a grant initiative from the U.S. Department of Education that seeks to provide expanded learning opportunities for children in safe, drug-free and supervised environments.

Over 1,200 community learning centers across the nation will continue throughout the summer to offer students of all ages programs in tutoring, community service, technology, recreation and character development.

The 21st CCLC program received an additional $453 million for fiscal year 2000—a total of $653 million—up from $200 million in 1999, reflecting an increasing awareness of the need for after-school programs. President Clinton and Vice President Gore are requesting $1 billion for fiscal year 2001.

The funding allows centers to offer programs free to children in high-need populations in rural and urban areas. Many of the centers provide participants lunch and transportation at no cost.

For more information, call 1-800-USA-LEARN, or visit the program at www.ed.gov/21stcclc/ for more resources and events on after-school opportunities.

The following are samples of innovative programs at 21st Century Community Learning Centers nationwide:

Red Mesa Unified School District #27, a public school located on a Navajo reservation, will host a Native American Arts Institute.

During six weeks in June and July, students in grades 8–12 will be eligible to receive high school and/or college credit for completing classes in Native American poetry, fiction, theater, film and art. The students' final work will be formed into a collection and published at the institute.

For more information, contact Karen Lesher at 520-656-4127 or at lclesher@co.apache.az.us.

Lake County middle school students are planning to go kayaking in the surrounding lake as members of the Adventure Club, one of several clubs sponsored this summer by the Lake County Teen Connection Afterschool Program. Other clubs will focus on science, photography and crafts.

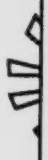
Also, as part of Teen Connection's program, summer school students at five county sites will celebrate cultural theme weeks with a Hawaiian luau, a Mexican fiesta and other events. The program will conclude with a trip to an amusement park.

For more information, contact Shannon Smith at 707-279-0880 or at Ssmith@lake-coe.k12.ca.us.

Elementary school students who enroll in the summer program at the LeRoy Community Unit School District #2 will star in a musical production, while middle school students will serve as stage crew members and set designers.

Theater is a popular art form in this Central Illinois rural community, where the LeRoy after-school program, which develops math, language and art skills, has featured drama classes since its inception. The summer program will culminate with a community event featuring the production.

For more information, contact Laura Menard at 309-827-6026 or at lmenard@chestnut.org.



Barren County elementary and middle school students will spend part of their summer dressed in hard hats, boots, gloves and old jeans—180 feet underground.

As members of the Clubhouse Academy, students will get a hands-on look at south central Kentucky's unique karst ecosystem, a cave region characterized by disappearing streams, sinkholes, caves and springs.

Students will explore the interrelationship between the earth's surface, the caves below and the quality of their own drinking water, in order to experience firsthand their connection with the world around them and beneath their feet.

For more information, contact Peggy Nims at 270-651-4909 or at PNims@Barren.k12.ky.us.

Perry County School District students in grades K–8 will learn how to use Hypermedia and a digital camera, and integrate music into their project, as part of a six-week interdisciplinary summer program.

Each day will begin with a segment that includes technology, conflict resolution, goal setting, math tutoring and recreation. At the end of the program, participants will have a portfolio collection of their projects.

For more information, contact Sheryl Glausier at 601-964-3326 or at Sherglaus@yahoo.com.

The Harbor for Boys and Girls—an urban community program founded in 1937 as a summer camp for disadvantaged youth—will host a summer

Muskegon, Michigan...

Students in the Orchard View Community Education program will cruise on Lake Michigan aboard the Grand Valley State University research vessel, as part of a summer school program that relates science to everyday life.

For two biweekly sessions in June and July, students in grades 3–8 will study water life and plants, dissect fish caught in Muskegon Lake, examine the nature of the state's ecology and possibly make a scale replica of the solar system on the shores of Lake Michigan.

For more information, contact Laura Gates at 231-760-1360 or at lgates@remc4.k12.mi.us.

program for over 400 elementary and middle school children.

The Harbor will help develop students' skills in debating, critical thinking and conflict resolution. Also, with a full-time literacy specialist, students will engage in research projects that include such topics as world leaders, themes of the 20th century and journeys across cultures. Participants will present their findings in such forms as art, poetry, video or drama.

For more information, contact Gloria Schwartz at 212-427-2244 extension 515 or at gloys@cs.com.

The funny, wild and tall tales of Mark Twain will be the focus of a literature camp this summer, provided by the University of Oregon and the Young Writers Association, for fourth- to eighth-grade students at 10 rural sites in the Lane Education Service District.

"Down the Mississippi" will be an adventure in which youth will write, create and explore their way through the wonders of Mark Twain's America. The stories will inspire a hands-on experience for campers to build paddleboat models, invent tall tales, compose blues songs and form a jug band.

For more information, contact Louisa Lindsay-Sprouse at 541-485-2259 or at YWALouisa@aol.com.

A Civil War camp, in which middle school students study a regiment from Clarion County, Pennsylvania, will be one of six summer travel camps sponsored by the A-C Valley School District. To cap off the project, participants will travel to Gettysburg to visit an actual battlefield.

As part of the after-school learning center for SISTE³RS—Services Involving Schools to Educate, Envision and Enrich Rural Society—campers will research a topic during the week and, on Friday, take a field trip to a location related to their study. With the center's new iMacs and DVD computers, students will put together a slide show and movie based upon their research.

For more information, contact Sarah Sexton at 724-659-2555 or at ssexton@csonline.net.

The Edgewood Independent School District, in a collaborative effort with the San Antonio Community Leadership Council, Inc. and the National Hispanic Institute, will host a conference to train young minds in the art of debating.

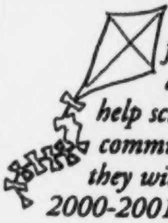
"The Great Debate: Junior Young Leaders Conference" will provide training sessions in research, critical thinking, communications and leadership for approximately 25 middle school students. The training will be conducted with high school peers and college mentors who have completed a similar program. The event will wrap up in July with a debate competition.

For more information, contact Sandra Dallas at 210-444-8100 extension 1012 or at sdallas@edgewood-sa.k12.tx.us.

IN THE NEXT ISSUE:

AMERICA GOES

BACK TO SCHOOL



The August issue features ideas and resources to help schools enlist the community support they will need in the 2000-2001 school year.

PARTNERSHIP
for Family Involvement in Education

A COALITION OF MORE THAN 5,000 BUSINESS, COMMUNITY, RELIGIOUS AND EDUCATION ORGANIZATIONS NATIONWIDE COMMITTED TO INCREASING FAMILY INVOLVEMENT IN EDUCATION.

Camp Birmingham Tackles Books and Tough Issues

When school lets out in Birmingham, Alabama, an expected 2,000 school children will pitch their tents at Camp Birmingham, which will offer academic and athletic activities to children who normally would not have the opportunity to attend summer camp.

As part of Superintendent Johnny Brown's commitment to making reading a priority for Birmingham students all year round, every camper is provided with an age-appropriate summer reading list of 30 books.

Last summer, Camp Birmingham students read over 340,000 books as part of Read*Write*Now!, an initiative of the Partnership for Family Involvement in Education, and now a summer component of the America Reads Challenge.

Set to begin its twelfth season, the camp will offer 400 high school students ages 14–15 jobs as America Reads Challenge Learning Partners. The youths will tutor younger children, ages 5–13. Funding came from the city and the private sector and was coordinated through FOX6 Kids & Jobs, a community initiative of the local news station.

AmeriCorps member Tamika Frasier assists a student with reading comprehension.

"Students who otherwise would not read voraciously now run around looking for books to read to the younger children," says Peggy F. Sparks, senior executive director of Parent, Community and Student Support for the Birmingham school district. "It impacts who they are as individuals. They walk differently. They talk differently. As a result, they return to school and do better."

This summer, the camp will add a new component to its program, with a full-time staff of 30 police officers who will instruct middle school students in safety and character education.

GREAT—Gang Resistance, Education and Training—is a joint effort among Camp Birmingham, the Birmingham Police Department and the City of Birmingham. Scholarships will afford summer enrichment opportunities to approximately 700 eighth-graders. The program will focus on goal setting, healthy self-images, cultural awareness and career exploration.

In addition, camps at 10 sites throughout the city will compete against one another in Academic and Athletic Olympic competitions.

The camp, which operates from June 5 to July 21, will continue its tutoring effort in the fall with Birmingham READS as part of its after-school program. For more information, contact Peggy F. Sparks on 205-583-4763.

Conference Explores Strategies for Improving Education

How partnership efforts between businesses, schools and families have helped improve education was the focus of the Business and Education 2000 Conference in May, hosted by The Conference Board in partnership with the Employers for Learning and with help from the Partnership for Family Involvement in Education.

Over 350 leaders from business, education and non-profit organizations met in New York City for the conference, called "Building Strategic Partnerships That Work—From the Inside-Out." Presenters from major corporations—Microsoft, Disney, United Airlines and AT&T, to name a few—convened for two days to network and exchange ideas on how to make educational improvement a reality.

Teachers College President Arthur Levine gave the keynote address titled "The Digital Age: Ground Rules in the Search for 'Quality' in Public/Private Collaboration."

For more information, visit The Conference Board's Web site at www.conference-board.org.

America Goes Back to School Update

As this school year ends and you start planning for your America Goes Back to School fall event, remember that there are countless opportunities outside of the regular school year for additional learning activities, and many opportunities inside the school day for teachers, parents and community members to work together.

Use the summer months to link out-of-school initiatives, such as summer school and after-school programs, with students' regular school experiences, to provide training that reinforces skills needed in the classroom. Here are some ideas that have worked:

> *Organize programs that would allow children and families to learn another language; improve their English, reading and math abilities; engage in the arts; and learn computer skills.*

For example, in Brooklyn, New York, the John J. Pershing Intermediate School kicked off Project PACE (Parents and Children in Education) in 1998 with a breakfast to celebrate their Satellite Learning Center, a state-of-the art technology facility for parents and their children.

> *Arrange a class picnic, parade or rally that celebrates the accomplishments of students in summer reading and other programs to inspire them for a new school year.*

In Birmingham, Alabama, for example, over 20,000 people last year attended the R.E.S.P.E.C.T. Annual Back to School Rally at the Alabama State Fairgrounds, which honored Birmingham students who read more than 300,000 books over the summer in the America Reads Challenge program and were challenged to keep reading during the school year.

Many more ideas and resources are available in the *America Goes Back to School Organizer's Kit.* To receive a free copy, call 1-877-4ED-PUBS. For more information on this initiative, visit www.ed.gov/Family/agbts or call 1-800-USA-LEARN.

ABOUT *our*

The San Antonio Pre-freshman Engineering Program (PREP) is an eight-week mathematics-based, academic enrichment summer program for middle and high school students, conducted on the campus of The University of Texas at San Antonio and seven other area colleges. Since the program began in 1979, the high school graduation rate for participants has been 99.9 percent and the college graduation rate 80 percent.

On June 23, PREP students will attend the Annual Engineering and Science Extravaganza in an effort to inspire future leaders in the fields of science and engineering.

San Antonio PREP, which expects to serve at least 1,300 students this summer, will conclude with an assembly at which Texas Lieutenant Governor Rick Perry will give the keynote address.

For more information about the PREP program, contact Manuel Berriozabal at 210-458-4496 or at mberriozabal@utsa.edu.

CALENDAR

June 25–July 1, Washington, D.C.
The League of United Latin American Citizens, LULAC, 71st Annual National Convention and Exposition. Call 202-833-6130 or visit www.LULAC.org.

July 11–13, St. Louis, Missouri
Born to Learn, Parents as Teachers Ninth Annual International Conference.
Call 314-432-4330.

IAS Conference Schedule
The Partnership for Family Involvement in Education will hold meetings on the third day of the Improving America's Schools conferences: September 18–20 in Sacramento, California; October 2–4 in Louisville, Kentucky; and December 13–15 in Washington, D.C. For more information, call 1-800-203-5494. Visit www.ncbe.gwu.edu/iasconferences or e-mail ias_conference@ed.gov.

ANNOUNCEMENTS

New materials that support family involvement in education from the Partnership are available, while supplies last, by calling toll free 1-877-4ED-PUBS or by visiting http://pfie.ed.gov.

- The benefits of greater family involvement in schools and the community and at home are featured in *The Partnership for Family Involvement in Education: Who We Are and What We Do.*
- A 20-minute video with excerpts from the "Fathers Matter!" teleconference hosted by Secretary of Education Richard Riley and Secretary of Health and Human Services Donna Shalala (product #EK 0249V) includes examples of programs that strengthen fathers' involvement in student learning.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

U.S. Department of Education
COMMUNITY
Issue No. 78 UPDATE *June/July 2000*

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

IN THIS ISSUE:

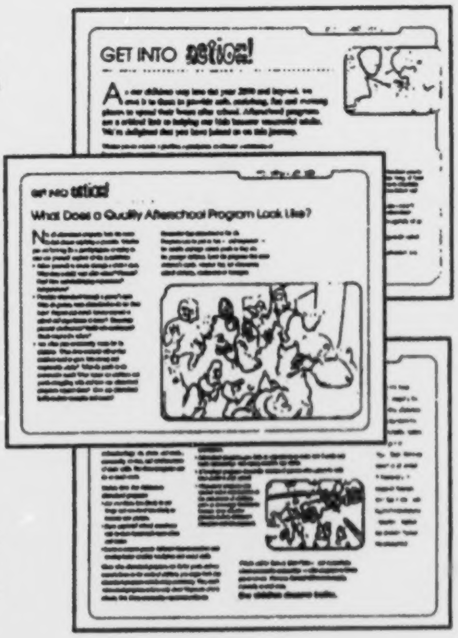
CAMP
CONTINUUM
PAGE 4

Get Into Action! *Starting After-school Programs*

Resources on how to start an after-school program and where to find high-quality programs in your community are now available in a new kit.

The *Afterschool Action Kit* is a free, user-friendly resource for parents, educators, community and business leaders, and elected officials that also includes:

- A checklist of qualities to look for in an after-school program;
- Information on what after-school programs should offer children of various ages, from kindergarten through high school;
- A list of organizations that offer tools, resources and information on how to start or fund an after-school program; and more.


GET INTO action!

What Does a Quality Afterschool Program Look Like?

Research shows that 9 out of 10 American voters believe that there should be an organized activity for children after school, though the demand outstrips the supply of programs by two to one.

Created by the Afterschool Alliance—a growing partnership of public, private and nonprofit groups committed to raising awareness and expanding resources for after-school programs—the *Afterschool Action Kit* can be ordered by calling 1-877-4ED-PUBS.

Students involved in after-school programs strengthen their academic skills and exhibit fewer behavioral problems, better ability to handle conflicts and improved self-confidence.

U.S. Department of Education

COMMUNITY UPDATE

Issue No. 79

August 2000

"Students who read over the summer are better prepared to learn when they return to school in the fall."

U.S. Secretary of Education Richard W. Riley at the America Goes Back to School kickoff event

FULL STORY ON PAGE 4

Modernizing America's Schools—

Three-Fourths of School Buildings Need Repair

Communities across the country are struggling to address the critical need to renovate existing schools and build new ones. The continuing developments in technology and rising student enrollments present today's school buildings—the bulk of which were built 40 years ago—with challenges beyond their capabilities.

In a recent study by the National Center for Education Statistics, three-fourths of the schools surveyed reported needing to spend some money on repairs, renovations and modernizations. According to the report *Condition of America's Public School Facilities: 1999,* an estimated $127 billion are needed to bring the country's schools into good condition for the 21st century.

"This report need not be just a tale of unmanageable woe," said U.S. Secretary of Education Richard W. Riley. He pointed to a bipartisan effort that will provide $24.8 billion to build and modernize up to 6,000 schools nationwide.

The joint proposed legislation, H.R. 4094, has bipartisan sponsorship from Representatives Nancy Johnson (R-CT) and Charlie Rangel (D-NY). It authorizes states and school districts to use a new type of bond—a tax-credit bond—for school construction, renovation and modernization. The federal government would pay the interest to the bondholders in the form of a tax credit, which would relieve the community of the expense. This legislation now has more than 218 co-sponsors.

Currently, states and local communities can issue school construction bonds to exempt from federal taxation the interest earned by the bondholder. This enables communities to sell the bonds at a lower interest rate than that earned by standard corporate bonds. However, the community must repay the principal and the tax-exempt interest over the life of the bond.

(CONTINUED ON PAGE 2)

U.S. Department of Education
COMMUNITY
Issue No. 79 UPDATE *August 2000*

COMMENTS

Editor
Community Update
400 Maryland Avenue, S.W.
Room 5E209
Washington, D.C. 20202
Fax: 202-205-0676
OIIA_Community_Update@ed.gov

SUBSCRIPTIONS

ED Pubs
P.O. Box 1398
Jessup, MD 20794
1-877-4ED-PUBS
edpubs@inet.ed.gov

CREDITS

Community Update is published by the Office of Intergovernmental and Interagency Affairs, U.S. Department of Education.

Assistant Secretary
Mario Moreno

Director, Community Services
John McGrath

Editor
Nicole Ashby

Contributing Writers
Melinda Fox
Menahem Herman
Richard W. Riley
Kimberly Watkins-Foote

Designer
Jason Salas Design
Fairfax, Virginia

Federal Budget Affects Local Schools

By Richard W. Riley, *U.S. Secretary of Education*

Crystal Davidson and her students at Audubon Elementary School in Owensboro, Kentucky, read *Charlotte's Web* this year. They came to love the story that has inspired so many children. Sometimes the students struggled with difficult words. But through their efforts they became better readers—an accomplishment that will help them succeed next fall when they return to school.

Unfortunately, the coming year is less promising for Ms. Davidson and 29,000 other teachers already hired with funds from the U.S. Department of Education's class-size reduction initiative. That is because Congress may decide not to fund the program next year. Ms. Davidson's story is a reminder that "inside-the-beltway" decisions directly affect teachers and students across the country.

Last year, for example, the Department awarded four new 21st Century Community Learning Center grants in Brooklyn, New York. In these after-school programs, about 8,400 children in Brooklyn can receive services like mentoring in basic skills, drug and violence prevention counseling, and academic enrichment in reading and math. However, the Department had to turn down five fully qualified applications in Brooklyn because Congress failed to provide enough money to fund the programs.

This year, the funding level set by Congress for the 21st Century program is significantly lower than the amount the president requested, which means that the Department may not be able to support needed after-school programs in communities across the country. With the House Appropriation falling $2.9 billion below the president's budget request for education, many programs will suffer. (See amounts for some of these programs in the chart below.)

	FY 2000 Appropriation	President's FY 2001 Request	House Committee Appropriation	Difference from the President's Request
21st Century Community Learning Centers funds after-school activities	$453,377	$1,000,000	$600,000	-$400,000
Reducing Class Size hires 100,000 new teachers	$1,300,000	$1,750,000	-0-	-$1,750,000
School Renovation Loan and Grant Program provides financing for emergency renovations	New	$1,300,000	-0-	-$1,300,000
Preparing Tomorrow's Teachers to Use Technology trains new teachers in use of computers	$75,000	$150,000	$85,000	-$65,000
GEAR UP for College creates pathways to higher education	$200,000	$325,000	$200,000	-$125,000
College Opportunity Tax Cut helps make college more affordable		$30 billion	-0-*	-$30 billion

*has not been adopted by the Senate or House

00000C00128

Involving More Than Tea

By Melanie Fox, ***Principal of Coral Gables Elementary School, Florida***

At Coral Gables Elementary, the tradition of strong parental and community involvement is thriving, although the community has changed dramatically over the past 77 years—from an affluent white population to a largely Hispanic one, with nearly half of the students qualifying for free or reduced-price lunch. Early in the spring, as we begin registration for the next year, we begin activities for the parents that culminate in our annual America Goes Back to School evenings in the fall.

Upon my assignment as principal here, I participated in the long-held tradition of the Spring Tea. Hosted annually by the PTA and the school staff to orient prospective parents for the fall term, the tea now brings together around 200 people. To my surprise and delight, the refreshments are served on cut-glass plates and saucers with an apple motif resembling fine crystal. In fact, we call these treasured pieces, purchased 15 years ago by the PTA, the "Coral Gables Elementary Crystal."

Considerable time is spent by PTA members each year in both making the plans and washing the "crystal" prior to and following the tea. Sometimes someone will suggest we just use paper plates to save all the work. But, invariably, the group decides that this tradition is worth saving and speaks volumes about our school and the kind of education our children receive here.

This tradition helps us communicate the high esteem in which parents are held and the high regard the school has for their involvement and participation. Parents, I have learned, must feel welcome in their child's school in order to successfully participate and help their child succeed. The unspoken things that schools do to either encourage or discourage parents often make the difference as schools look for ways to encourage America to go back to school.

Now entering her 18th year as a school principal, Melanie Fox was recently honored as Florida's National Distinguished Principal. Since 1991, she has been principal of Coral Gables Elementary, a National Blue Ribbon School of Excellence. For more information, visit www.dade.k12.fl.us/gablese.

2000–01 Satellite Town Meeting Season Set to Begin

On September 19, the Satellite Town Meeting—the Department of Education's monthly television program about what works in communities in teaching and learning—will begin a new season. This "Back to School" program will feature creative school-community partnerships.

Topics for the remainder of the 2000–01 season will be announced later, although broadcast dates have been set for each program of the new school year (see schedule below).

Each month on the Satellite Town Meeting, national experts, local educators and community leaders share their ideas about how schools can prepare all students for the challenges of the 21st century.

Topics under consideration for the coming year include some of the most important issues facing today's schools and communities: improving reading skills, expanding technology, boosting student achievement, assuring safety, and serving children with disabilities.

The program is broadcast live on the third Tuesday of each month during the school year, from 8:00 p.m. to 9:00 p.m. Eastern Time. Dates for this year's Satellite Town Meeting are as follows:

September 19, 2000
October 17, 2000
November 21, 2000
January 16, 2001
February 20, 2001
March 20, 2001
April 17, 2001
May 15, 2001
June 19, 2001

For more information, visit the Satellite Town Meeting Web page at www.ed.gov/inits/stm/index.html or call 1-800-USA-LEARN.

(CONTINUED FROM PAGE 1)

According to Secretary Riley, building new schools and renovating old ones were put on the "back burner" in the early 1990s because of the economic recession during that time. "Many school districts were then caught off guard by rising enrollment.… Next September, for the fifth year in a row, we will set a new national school enrollment record," he added.

For more information, visit www.ed.gov/inits/construction/ or call 1-800-USA-LEARN. For a copy of *Condition of America's Public School Facilities: 1999*, visit http://nces.ed.gov/pubs2000/2000032.pdf.

Fixing Our Schools Now! Qualified Zone Academy Bonds: A New Approach to Financing School Renovation and Repair *contains technical information, frequently asked questions, state contacts and examples of how school districts are using Qualified Zone Academy Bonds (QZABs) to finance renovation and repair of school facilities. A copy of this publication can be downloaded from www.ed.gov/inits/construction/qzab.html and is also available free of charge from the Department of Education's publications center at 1-877-4ED-PUBS.*

America Goes Back to School—

Engaging Family and Community Support for the New School Year

As students return to school, beginning in August and continuing through October, the America Goes Back to School initiative encourages families and communities to get involved in education. Since 1995, this annual effort has given communities an opportunity to build awareness and support for the work schools do, at a time of year when interest in education is already high.

Each year, thousands of communities organize back-to-school efforts that range from class picnics and parades to partnership building between school districts and businesses. Governors and mayors issue America Goes Back to School proclamations and resolutions. Department of Education, state and local officials travel to schools around the country to discuss ways that family and community involvement can help schools meet the challenges they are facing (see page 6 for details on the America Goes Back to School 2000 bus tour).

Partners in the Florida group, Brethren Reaching Out, gear up for another school year

The role families and communities play in setting high expectations for students is the initiative's current theme: Challenge Our Students and They Will Soar.

This year's America Goes Back to School effort kicked off on May 25 as Arthur and other popular children's book characters, along with a host of local elementary school students and special guests, joined Secretary of Education Richard W. Riley for the celebration at the Department of Education in Washington, D.C.

For more information on this initiative, call 1-800-USA-LEARN or visit www.ed.gov/Family/agbts/.

Back-to-School Efforts

Below are a few examples of what schools, businesses and communities did last year to increase support for the new school year:

To give parents an opportunity to accompany their children on the first day of school, the Cartersville/Bartow County Chamber of Commerce, in conjunction with local schools, convinced businesses in these **Georgia** city and county systems to allow employees time off, either with pay or without penalty. Twenty-three businesses participated. One elementary school reported that normally it would have had 100 parents at the opening of school events, but 300 parents turned out as a result of the "First Day of School" project.

Brethren Reaching Out (BRO), a Christian-based organization, hosted its second annual back-to-school event and family picnic as part of an effort to recruit more male mentors for boys living in a **Florida** public housing complex. BRO, which supports more than 300 youth in the Sanford city apartment building, offers education and crime prevention programs, with support from the University of Central Florida, local churches and law enforcement agencies.

Kindergarteners through fifth-graders in Boonville, **Missouri**, received free school supplies at the first annual Back to School Fair, sponsored by area businesses and community organizations. Students were given scissors, glue, crayons and paper while their parents explored tables offering information on after-school programs inside the David Barton Elementary School cafeteria. Parents also returned for a Back to School night.

In addition to hosting a family-school picnic, the Lewiston Independent School District #1 in **Idaho** ran two locally produced television commercials on the local station KLEW. Funded by the Idaho Department of Education, one commercial featured a Lewiston teacher encouraging parents to get involved in school events. In the other commercial, a junior high principal tells students that schools provide the buildings, books, buses and lunches, but encourages them to provide the "energy, enthusiasm and effort to do your best."

Back-to-School Issues

Following are six key issues that an America Goes Back to School effort can rally around, with a suggestion for each:

Recruiting and Preparing Quality Teachers
Over the next decade, America's schools will need to hire 2.2 million teachers, over half of whom will be first-time teachers. Start a mentoring program in which more experienced educators help beginning teachers, or initiate a teacher recognition program to publicize good teaching.

Expanding After-school Programs
Demand for after-school programs outstrips supply at a rate of about two to one. Support the Lights On! after-school awareness event on October 12, when after-school programs nationwide will simultaneously host an "open house" for parents, community leaders, elected officials and the media.

Increasing Pathways to College and Careers
Over the next decade, 80 percent of the fastest growing jobs will require a college education or long-term training. Start a "Think College Early" program for middle school students and their families and provide information on course requirements, necessary admission tests, and financial planning and assistance.

Clifford the Big Red Dog amuses children at the May 25 kickoff

READ*WRITE*NOW!

Getting High Standards into Every Classroom
According to a national study, 83 percent of high school students who took algebra and geometry went on to college within two years of graduation, compared to 36 percent of those who did not take these courses. Organize a family math night with other parents, or a math club that meets regularly. Volunteer to tutor children in a child care center or after-school program.

Making Schools Safe and Drug Free
Although students aged 12 through 18 are more likely to become victims of violent crime away from school, some schools recently have experienced tragic and violent events. Organize a coalition to identify long-term prevention objectives for improving student safety; begin conflict resolution programs; and include law enforcement professionals, mental health providers, and youth-serving organizations within schools and the community.

Modernizing and Building Schools
Three-fourths of schools report needing a total of $127 billion for repairs and renovations. Form a group to assess the condition of school buildings and formulate a plan to make schools the center of learning for the whole community, in which space can be used for after-school programs, adult education and literacy classes, and community service projects.

Organizing an Event

An America Goes Back to School event sets the stage for family-school-community partnerships to improve education year-round. Here are some basics to consider when organizing an event:

Organization
- Start planning early.
- Identify goals, community needs, volunteers/collaborators, events and activities.
- Develop a planning calendar that details each task, person responsible and due date.
- Develop a means to measure success.

Event/Activity Ideas
- Plan a storytelling night for families; have students perform their favorite stories or poems.
- Join local businesses in sponsoring career and college days.
- Organize a parent resource room in schools or community centers.
- Create a Dads Club to boost fathers' presence in schools.
- Offer after-school programs to give new opportunities to children.

Publicity
- Develop a plan to reach the media, including what should be accomplished, how and when.
- Develop a contact list of names and numbers, as well as various types of media to explore—magazines, radio, television, trade press, college/community newspapers and the like.
- Develop informational materials to publicize the event and to send to the media—flyers, press releases, pitch letters, and PSAs.

Follow-up
- Send thank-you notes to volunteers and participants.
- Complete the evaluation process.
- Maintain contact with community partners.
- Implement the plan.

To order a free copy of the America Goes Back to School Kit, call 1-877-4ED-PUBS or visit www.ed.gov/Family/agbts/.

America Goes Back to School 2000 Bus Tour

Join U.S. Secretary of Education Richard W. Riley on a tour along the Mississippi River aboard the "Success Express" as he visits rural schools and communities in an effort to promote educational opportunities and community involvement in the Delta region.

From August 27 to 31, the "Success Express" will stop in the following towns:

Sunday, August 27
Monroe, Louisiana
Rayville, Louisiana

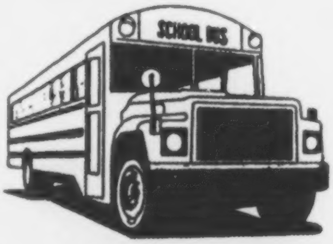
Monday, August 28
Winnsboro, Louisiana
Portland, Arkansas
Greenville, Mississippi

Tuesday, August 29
Hollandale, Mississippi
Rosedale, Mississippi
Clarksdale, Mississippi
Helena, Arkansas

Wednesday, August 30
Marianna, Arkansas
Memphis, Tennessee
Blytheville, Arkansas

Thursday, August 31
Union City, Tennessee
Hickman, Kentucky
Charleston, Missouri
Ft. Defiance, Illinois
Metropolis, Illinois
Paducah, Kentucky

For more information, call 1-800-USA-LEARN.



America Goes Back to School 2000 Steering Committee Members

Co-Chairs

Richard W. Riley
Secretary, U.S. Department of Education
Ginny Markell
President, National PTA
Tipper Gore
Wife of the Vice President

Alabama

Peggy Sparks
Senior Executive Director, Birmingham Public Schools

Arkansas

Donald G. Johnson
Principal, Elmdale Elementary School
Kathy McFetridge
Ozark Film and Video Productions, Inc.

California

Davis W. Campbell
Executive Director, California School Boards Association
Joan Boyett
Vice President for Education, The Music Center of Los Angeles County

Colorado

Jim R. Gadd
Executive Director and Chief Operating Officer, Telephone Pioneers of America

District of Columbia

Arnold Mitchem
President, Council for Opportunity in Education
Doug Herbert
Director of Arts in Education, National Endowment for the Arts
Dick Deasy
Director, Arts Education Partnership
Heather Watts
Director of Education Advocacy, American Symphony Orchestra League
Beverly Sheppard
Acting Director, Institute of Museum and Library Services

Florida

Alex M. Bromir
Chief Administrator, Miami-Dade County Public Schools
Darlene Kostrub
Executive Director, Palm Beach Literacy Coalition
Ken Dosé
Director of Undergraduate Education Department, Nova Southeastern University

Georgia

Jo Granberry
Executive Director, Albany/Dougherty Community Partnership for Education

Illinois

Susan Roman
Executive Director, Association for Library Services to Children
Bryan W. Wunar
Manager of Education, Adler Planetarium and Astronomy Museum

Louisiana

Representative Reneé Gill Pratt
Louisiana House of Representatives

Massachusetts

Edward J. Jerome
Principal, The Edgartown School

Missouri

Marjorie Smith
Education Liaison, City of St. Louis, Mayor's Office
Susan Katzman
Career and Vocational Director, St. Louis Public Schools

New Hampshire

Dianne Quimby
Special Educator, Belmont High School

New Mexico

Virginia Trujillo
Mid-Rio Grande Collaborative for Educational Excellence

New York

Fred Cannon
Vice President for Government Relations, Broadcast Music Incorporated

Pennsylvania

Margaret Bryant-Renwick
Principal, Tilden Middle School
Norman T. Miller, Sr.
School Counselor, Harriton High School

Texas

Gloria Rodriguez
President/CEO, AVANCE

Vermont

Terry Ehrich
President, First Day Foundation

Virginia

Carmelita Williams
Norfolk State University
Reverend Antoine L. Campbell
Director, America's Promise

Washington

Tish Machtolf
Parent Involvement Specialist, Central Kitsap School District

PARTNERSHIP
for Family Involvement in Education

A coalition of more than 6,000 business, community, religious and education organizations nationwide. To join the Partnership, call 1-800-USA-LEARN or visit http://pfie.ed.gov.

Partnership to Convene at IAS Conferences

Join the Partnership for Family Involvement in Education this fall at the Seventh Annual Regional Conferences on Improving America's Schools (IAS), a three-day series focusing on education reform. The Partnership will meet on the third day of each conference at three sites: Sacramento, California, September 18-20; Louisville, Kentucky, October 2-4; and Washington, D.C., December 13-15.

"Partnerships are the spark that makes things happen in education," said U.S. Secretary of Education Richard W. Riley, citing the progress made by more than 6,000 Partnership partners.

The fall meetings will feature a plenary speaker and four hands-on sessions on: preparing teachers and other professionals to involve parents; involving business and community organizations in early childhood; developing after-school programs; and building partnerships with faith communities.

At the Networking and Materials Fair, participants will receive and exchange resources on: early childhood development; expanding arts education; and technology and the Web.

The IAS conferences provide information on the Department of Education's initiatives, current research and funding opportunities. The Partnership meetings will offer national, regional and local strategies that promote family involvement and academic achievement.

For more information, visit www.ncbe.gwu.edu/iasconferences or e-mail ias-conference@ed.gov. To view the Partnership's conference agenda, visit http://pfie.ed.gov.

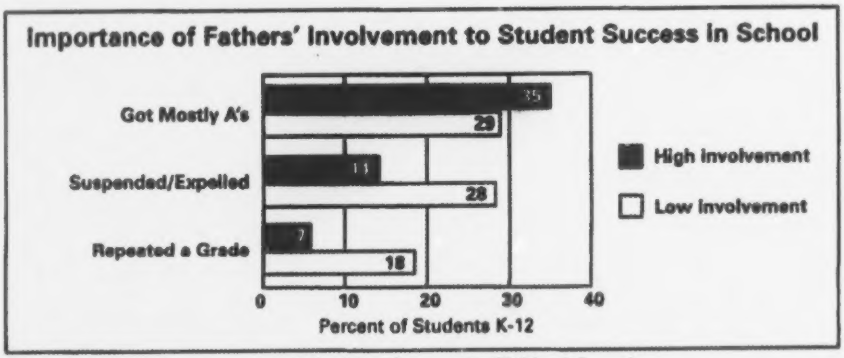
A Call for Fathers' Involvement

President Clinton released this summer a new report from the Departments of Education and Health and Human Services that offers educators, Head Start programs and other early childhood providers resources with which to encourage fathers' involvement in education.

A Call to Commitment: Fathers' Involvement in Children's Learning is part of a series of efforts by Secretaries Richard Riley and Donna Shalala to help communities increase the participation of fathers in their children's learning, and in their readiness to learn at home, at school and in the community. Research reveals that when fathers take an active role in their children's learning, children learn more, perform better at school and exhibit healthier behavior.

The president noted in his Father's Day radio address that "over the years parent involvement often has meant mothers' involvement. This assumption misses the importance of fathers."

For a copy of this report, call 1-877-4ED-PUBS or visit http://pfie.ed.gov.



Source: A Call to Commitment: Fathers' Involvement in Children's Learning

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

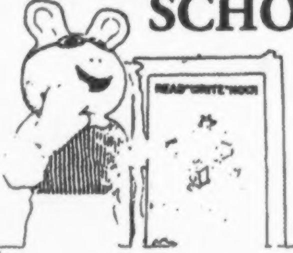
U.S. Department of Education
COMMUNITY
Issue No. 79 UPDATE August 2000

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

IN THIS ISSUE:

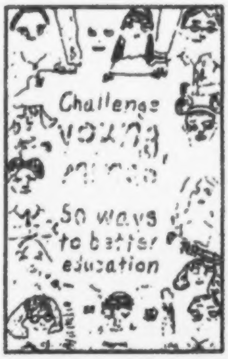
AMERICA GOES
BACK TO
SCHOOL



PAGE 4

Resources for Back-to-School Events

Publications Provide Tips for Building Partnerships



The following list of resources is designed to help families, community members and businesses get involved in education. Published by the U.S. Department of Education and partnering organizations, these publications are free of charge and available for distribution at an America Goes Back to School event. For a copy, call 1-877-4ED-PUBS with the order number below, or visit www.ed.gov/Family/agbts/pubs.html.

America Goes Back to School: Information for Families and Community Members* offers tips on helping children read independently by the end of third grade, meet high math and science standards, and start early to prepare for college and careers. EE 0288B

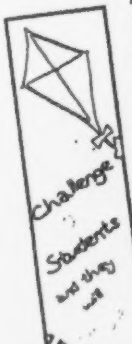
Questions Parents Ask About Schools* provides answers about starting school, homework, career preparation, safety and family expectations. EE 0314B

Strengthening Your Child's Academic Future* provides sample questions for parents to ask in finding out about academic expectations in their children's schools. EK 0004P

Challenge Young Minds: 50 Ways to Better Education* provides everyday ideas on improving education. EK 0117P

Figure This! Math Challenges for Families: Adding Fun and Family to the Middle-School Math Equation contains tips on activities that engage parents and caregivers to help children learn math. EK 0258P

Learning Partners: A Guide to Educational Activities for Families*, designed primarily for families with preschool- and elementary school-age children, covers reading, math, science, geography and many more topics. EK 0260P



The Partnership for Family Involvement in Education: Who We Are and What We Do describes the activities of Partnership members in making education a priority. EK 0259P

America Goes Back to School Bookmark. EK 0135M

**Also available in Spanish.*

U.S. Department of Education

COMMUNITY UPDATE

Issue No. 80 *September 2000*

> *"When you work with young children, there's that window of opportunity..."*

Cheryl Merritt, Principal of Double Oaks Pre-Kindergarten and Family Resource Center

FULL STORY ON PAGE 6

Record School Enrollments, Again

Greatest Increases Seen at High School Level

School enrollments will generally stay at record levels over the next 10 years and then begin to increase each year for the rest of the century, according to projections by the U.S. Department of Education's National Center for Education Statistics.

This fall, a record 53 million students will enter the nation's public and private school classrooms, and full-time college enrollment will reach 15.1 million, also a record.

"We cannot continue to apply temporary solutions to permanent, ongoing challenges," U.S. Secretary of Education Richard W. Riley said. "The fact that many schools have been using portable classrooms for some years now makes clear that we are not prepared for the kinds of constant growth the future will bring."

Riley said the need for school construction is already critical in many communities. The administration supports legislation H.R. 4094, introduced by Reps. Nancy Johnson (R-Conn.) and Charles Rangel (D-N.Y.) that would authorize states to use $24.8 billion in new tax credit bonds to build and modernize schools.

Currently, the greatest increase in enrollments is at the high school level. Over the next decade the number of high school graduates will increase nationwide by about 10 percent. Six states—Arizona, California, Florida, Illinois, Nevada and North Carolina—will see the number of high school graduates jump by 20 percent or more. Full-time college enrollments are then expected to grow 19 percent by 2010; part-time enrollments will increase by 11 percent.

Riley said overcrowded high schools present a special challenge, as research indicates that teenagers do better, academically and socially, when they have fewer than 600 classmates. The adminis-

(CONTINUED ON PAGE 3)

THIS MONTH'S FOCUS: EARLY LEARNING

U.S. Department of Education
COMMUNITY
Issue No. 80 UPDATE September 2000

COMMENTS
Editor
Community Update
400 Maryland Avenue, S.W.
Room 5E209
Washington, D.C. 20202
Fax 202-205-0676
OIIA_Community_Update@ed.gov

SUBSCRIPTIONS
ED Pubs
P.O. Box 1398
Jessup, MD 20794
1-877-4ED-PUBS
edpubs@inet.ed.gov

CREDITS
Community Update is published by the Office of Intergovernmental and Interagency Affairs, U.S. Department of Education.

U.S. Secretary of Education
Richard Riley

Assistant Secretary
Mario Moreno

Director, Community Services
John McGrath

Editor
Nicole Ashby

Contributing Writers
Julie Bush
Libby Doggett
Naomi Karp
Ed Lee
Mary Smith
Nicholas Caldart
Menahem Herman
Alex Kuzzi
Barbara Patterson
Sharon Stevens

Designer
Jason Salas Design

Community Update contains news and information about public and private organizations for the reader's information. Inclusion does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed.

000000001320

Secretary Encourages Support for Early Learning

In June, U.S. Secretary of Education Richard W. Riley addressed the Early Childhood Summit in Washington, D.C. An excerpt of his remarks follows.

In the last 10 years, an extraordinary amount of scientific research has been developed that tells us in very clear terms that all of our children, even in the earliest months of their lives, have an amazing ability to learn. Over the years, I have had the opportunity to listen to presentations about what brain researchers are discovering and it is truly astonishing.

We now know that every conversation we have with an infant can literally spark their brain to grow some more. *The nursery rhymes they hear will surely help them in their later years.* That's my nursery rhyme to help you remember as well.

This research, coupled with new research on how children learn to read, has given all of us—parents, grandparents, childcare advocates and educators—some very clear direction about setting policy. We now know that it is absolutely imperative that we put a new, powerful and sustained focus on the early years—ages 0 to 5 years—before children even enter first grade.

Put simply, and this should be our collective motto—the stronger the start, the better the finish. Our children are eager to learn, they are creative in how they learn, and they have an extraordinary capacity to learn if we know how to encourage them the right way. Our children are, as I have said so many times before, smarter than we think.

A full copy of the speech is available at www.ed.gov/Speeches/06-2000/000623a.html.

Mars Project Continues

Due to an enthusiastic reception by schools and community organizations, the Mars Millennium Project has been extended for the coming school year. To see pictures and descriptions of over 500 model communities designed by children who have participated, go to the Mars Millennium Project Web site at www.mars2030.net and click on the "Virtual Gallery," and select "Martian Communities." For more information, call 1-800-USA-LEARN.

Early Learning Investments Pay Off in South Carolina

Due to the growing participation of mothers with young children in the labor force, the demand for quality childcare is at an all-time high. Over the last three decades, the percentage of three- and four-year-olds enrolled in preschool programs rose from about 11 percent to 48 percent.

Studies indicate that children living in poverty are much more likely to succeed in school if they attend well-planned early childhood programs.

South Carolina provides an example of how targeted investments and policies can improve learning along with the high involvement of parents.

"Starting in the late 1970s, it was clear that the state's education potential would be severely limited unless efforts were begun to address early childhood education. For example, in 1979 only 60 percent of preschoolers met the school readiness standard on an individually administered assessment.

In the early 1980s, large-scale efforts were begun to boost half-day kindergarten availability and attendance, and, for the first time, thousands of low-income four-year-olds were provided a half-day child development program. Then-Governor Riley stated in his first inaugural address, "If nothing else, we should try to be first in the first grade where it really counts."

The result: readiness scores jumped to 75 percent by 1987, a 15 percent increase. However, from 1987 to 1997, little new activity took place to expand early childhood education and readiness scores stagnated. Then from 1997 to 1999, the state expanded full-day kindergarten and began the "First Steps" program. Consequently, readiness scores rose again from the 1987 level of 75 percent to 84 percent in 1999.

J0000C001322

New Study Explores Solutions to Early Education Challenges

Ensuring that early childhood programs are of high quality demands a substantial investment in the education and training of those who work with young children, says a soon-to-be-released report from the National Research Council.

The study, *Eager to Learn: Educating Our Preschoolers*, presents an up-to-date picture of early learning and care for children ages two to five, and offers a number of suggestions for improving early childhood education in preschool, day care and other settings. An important message of the study is that education and child care cannot be thought of as separate; both are critical to the development of young children.

Eager to Learn recommends that every group of children in an early childhood program be assigned a teacher who has a bachelor's degree and has completed coursework in developmental psychology, early childhood education, special education or similar fields of study.

Pre-service preparation for early childhood teachers should include a supervised student teaching or internship experience. And education programs for new teachers should provide them with a strong foundation of knowledge about the development of children's social and affective behavior, thinking and language.

The study is the work of the National Research Council's Committee on Early Childhood Pedagogy, established in 1997 to study a broad range of behavioral and social science research on early learning and development and to evaluate the quality of preschool programs. Their study was conducted at the request of the U.S. Department of Education's Office of Educational Research and Improvement and Office of Special Education Programs, as well as The Spencer Foundation and The Foundation for Child Development.

Eager to Learn is scheduled for release in October. An executive summary of the report is now available free of charge at http://books.nap.edu/books/0309068363/html/1.html#pagetop.

(CONTINUED FROM PAGE 1)

tration is seeking a $120 million appropriation to help communities restructure high schools into smaller, more intimate learning environments.

While national K–12 enrollments will remain relatively stable over the next 10 years, all Western states will have increases—Alaska, Idaho, Nevada and New Mexico can expect jumps in enrollment of more than 10 percent. After 2010 the number of school-age children nationally will begin to increase, rising some 6 percent by 2020.

"We need to figure out where we will put these children, and who will teach them," Riley said. "Many communities need to be building more schools now, to reduce overcrowding and to reduce class sizes. We also need to find ways to induce more people into teaching as a career."

Growing Pains, the annual back-to-school report issued this August, projects that some 2.2 million teachers will be needed over the next decade just to meet enrollment expectations and to replace teachers leaving the profession through retirement or to pursue more lucrative opportunities. A copy of this report can be downloaded from www.ed.gov/pubs/bbecho00/index.html.

to Focus on Technology, School Construction

.S. Secretary of Education Richard Riley will open the Satellite Town Meeting's 2000-2001 season with a program entitled "Modernizing Schools: Technology and Buildings for a New Century." The live satellite broadcast on Tuesday, September 19, from 8:00 p.m. to 9:00 p.m. Eastern Time, will focus on how communities can extend the benefits of technology to all students while meeting the challenge of overcrowded classrooms and crumbling school buildings.

A panel of school and community leaders will join Secretary Riley to discuss ways that well-designed schools and thoughtfully planned educational technology can be powerful tools to enhance teaching and learning. Among the questions to be addressed are: How can technology help raise achievement for all children? And how can facilities meet the needs of the explosively growing school population, while providing students with the smaller learning environments they need?

For program and technical information about the Satellite Town Meeting, call 1-800-USA-LEARN, or visit www.ed.gov/registerevent. Updates are also available from STM-List, a free service providing current information about programming and teleconferences, which can be joined by sending an e-mail to Satellite_Town_Meeting@ed.gov.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business. Corporate partners for the 2000-2001 series include the Bayer Foundation and the Proctor & Gamble Fund.

Making Early Literacy a Family Affair

By Ed Leo, *Sánchez Elementary School, Texas*

Located in the heart of our city's oldest Hispanic barrio, Sánchez Elementary School of Austin, Texas, has found a way to draw on the strengths of the community to get preschoolers ready to learn. With the "PALS" program—Parent Advocates for Literacy at Sánchez—we are helping to ensure two essential ingredients for school success: a strong foundation in early literacy as well as active family involvement in education.

What began in 1995 as a local campus effort comprising parents, early childhood teachers and administrators now includes the Austin Independent School District, the University of Texas Dana Center, and Americorps. Our unique partnership has allowed us to recruit community parents and provide them with training in early literacy practices, and to create a cadre of volunteers who can support Sánchez teachers and students.

Each school day features a 45-minute "PALS time," when parents and preschoolers confidently participate in pre-reading and writing activities, in a print-rich classroom that parents themselves constructed and maintain. By the end of a given school year, PALS will have given the approximately 60 preschool students who participate an additional 22.5 instructional days.

After each session, students return to their regular teachers and PALS parents begin work in pre-K and kindergarten classrooms, focusing exclusively on reading and writing skills. All these literacy experiences, provided by members of the children's own community, help build a strong foundation for school success.

PALS works closely with other programs within the school, such as Americorps and the grant-funded Dual Language Project. The latter has funded literacy training for early childhood teachers and PALS parents, English/Spanish student literacy packets, parent literacy sets, and children's music for the program. Grant funds also helped to send PALS parents to several state and national education conferences.

Most importantly, the program works: students participating in the program have demonstrated significant growth in early literacy concepts, skills and understanding. But the benefits have not been limited to the PALS students. The children's parents, families and community members have become confident and valued partners with our school, and, as a result, are seeing and pursuing new educational opportunities for themselves.

Ed Leo is the principal of Sánchez Elementary School, in Austin, Texas. He has been in education since 1966 and a principal of several elementary schools for more than 30 years. For more information on PALS, call 512-414-4423.

Legislation Supports Young Children with Disabilities

The Individuals with Disabilities Education Act (IDEA) aims to strengthen academic expectations and accountability for the nation's 5.4 million children with disabilities and bridge the gap that has too often existed in education between the curricula for these children and their peers in the regular curriculum.

Since 1986, IDEA has provided funds to states for two programs that specifically address the developmental needs of young children at a crucial stage in their lives when they begin building skills for learning.

Under Part C of IDEA, each state provides early intervention services to children with disabilities, from birth to age three, and assists families using an Individualized Family Service Plan. The plan assigns a service coordinator to each child to be a contact for the family and to coordinate all needed services—educational, health and social. Approximately 190,000 children currently benefit from the program.

Under the Preschool Grants program, each three- to five-year-old with a disability is entitled to receive a free appropriate public education. Special education and related services are provided to a child using an Individualized Education Plan. The program, which reaches 575,000, works closely with Head Start and other community organizations to ensure that children receive services in the least restrictive environment and have opportunities to interact with their non-disabled peers.

For more details on IDEA, visit www.ed.gov/offices/OSERS/IDEA/.

The Preschools of Reggio Emilia, Italy

By Naomi Karp, *National Institute on Early Childhood Development and Education*

Tucked away in the hills about 70 miles north of Florence, Italy, is the beautiful municipality of Reggio Emilia. This May for one week, I had the privilege of visiting Reggio. The city's old Italian architecture and art works are remarkably well preserved, considering the toll that World War II took on the area. The citizens are industrious and dedicated to their families.

What is most remarkable, however, about Reggio Emilia is its preschool system. The residents of Reggio have made a commitment to support a network of 33 education and care programs for children from infancy through six years of age. Many early childhood experts consider the Reggio preschools to be among the best in the world.

The Reggio approach to young children's education and care is built upon families, teachers and children working together. Citizens believe that all children have a right to an education, a belief they back up with financial support.

In addition, young children are respected and seen as competent, capable learners. They are not simply "empty vessels waiting to be filled," but instead, as they say in Reggio, "they are filled with 100 languages." Teachers are taught how to bring out the 100 languages by giving children opportunities to explore their environments, to experiment with math, music, science, dance, art and storytelling. The Reggio teachers are the keys to the children's success.

Teachers in the Reggio preschools are trained to be scientists, in that they must know how to develop hypotheses regarding what and how children will learn from an activity. The teachers also must know how to predict children's reactions and help them develop problem-solving skills. They also instill in the children the ability to predict and reflect. Teachers document carefully, in writing, what happens during a learning activity. The written documentation is then displayed in the classroom with children's art, photographs, writing and other explanatory aids.

Perhaps the key characteristic of the Reggio teachers is their ability to listen to children, and to be responsive to each child's strengths and needs. Research tells us that the most important component of a high-quality preschool program is a responsive teacher. That is what Reggio prides itself on.

Most of the classrooms I saw in Reggio are not filled with expensive toys and other shiny new pieces of equipment. However, I saw rooms with adults who understand the importance of nurturing young children's development, who provide children with experiences every day that integrate language, numbers and problem-solving skills, and who allow children to express their 100 languages. The rooms are filled with love and respect for young children and their ideas.

For more information about the Reggio Emilia preschools, e-mail info@reggiochildren.it or visit http://ericps.ed.uiuc.edu/eece/reggio.html.

Naomi Karp is director of the National Institute on Early Childhood Development and Education in the U.S. Department of Education. She has been with the Department for 17 years and is one of the co-founders of the Federation of Families for Children's Mental Health.

Technology Offers Early Childhood Educators Increased Learning Opportunities

By Libby Doggett, *National Head Start Association*

Many educators are turning to distance learning—using the Internet, satellite TV, and video- and teleconferencing—for professional development. Distance learning enables educators to participate in coursework in or near their homes or jobs, at hours that don't conflict with job or family responsibilities.

The convenience and affordability of distance learning make it especially helpful in providing training for teachers of prekindergarten, Head Start or childcare classes. Early educators are often underpaid, and they face other challenges that make ongoing professional development a struggle. Additionally, federal law has recently required that by 2003 at least 50 percent of all Head Start teachers have at least an associate degree.

To address the training needs of the early childhood field, the National Head Start Association has established a satellite television network called "HeadsUp!" Each month, early childhood teachers and parents nationwide can turn on the TV in the staff or conference room and participate in lively classes, taught by national experts and based on the latest research. September's topics will include "Focus on the Early Years," "Dialogue for Directors," and "Parent Power."

In October, the HeadsUp! Network will offer its first college course, "HeadsUp! Reading." This 44-hour course on early literacy will air on Wednesday evenings beginning October 4 in over 2,000 sites. HeadsUp! Reading aims to give early childhood educators and parents the skills they need to ensure children succeed in reading and writing when they enter school. Based on research funded by the Department of Education—and financing provided by the Carnegie Corporation, Heinz Endowments and the states of Ohio, California, Florida and Nebraska—HeadsUp! Reading is a credit-bearing course at the associate degree level.

For more information about HeadsUp!, call 1-800-GET-HUTV or visit www.heads-up.org.

Libby Doggett is the executive director of the National Head Start Association, a private not-for-profit membership organization representing 835,000 children, 170,000 staff, and 2,051 Head Start programs throughout the country.

DOUBLE OAKS PROGRAM ENSURES...

BRIGHT BEGINNINGS

This fall, for more than 400 wide-eyed and excited four-year-olds, the Double Oaks Pre-Kindergarten and Family Resource Center in Charlotte, North Carolina, will be their first introduction to school. Thanks to the center's comprehensive and imaginative program, children who might otherwise have started their school years behind their peers will be ready to learn when they head for kindergarten next fall.

Double Oaks is the school district's largest center for its Bright Beginnings initiative—a literacy-rich program for children with identified educational needs. The program is the brainchild of Superintendent Eric Smith, whose goal is to ensure that 85 percent of students from all racial and economic backgrounds in Charlotte-Mecklenburg Schools read at or above grade level by the third grade. Double Oaks was the first of several centers to pilot the program.

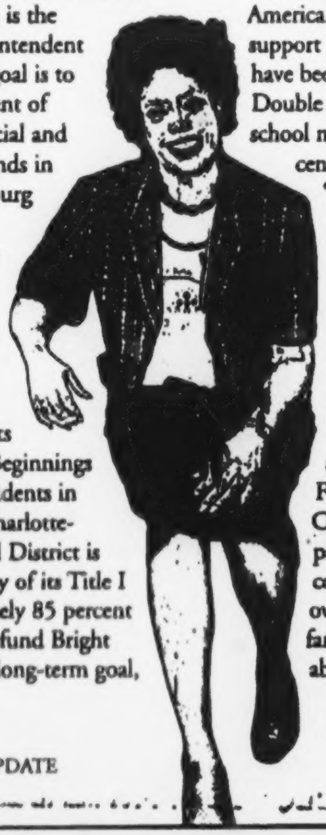
Now going into its fourth year, Bright Beginnings serves over 2,000 students in 25 locations. The Charlotte-Mecklenburg School District is using a large majority of its Title I dollars—approximately 85 percent or $8.4 million—to fund Bright Beginnings. Smith's long-term goal, however, is to serve about 4,000 children who may be eligible each year for the program.

"From what research tells us about early learning and from what I have seen of the need for intense remediation efforts, a better use of time and dollars is being made through the implementation of this program," says Principal Cheryl Merritt, who had been an elementary school principal for several years prior to coming to Double Oaks.

Double the Support

Prior to August 1997, Double Oaks was a Community Resource Center housing several community agencies that served the surrounding neighborhoods. Among the school's strongest advocates was the chief executive officer of the Bank of America. "Without Hugh McColl's support and commitment, we would not have been able to make the dream of Double Oaks a reality," said Smith. The school now functions as a family resource center, offering services such as "Mother Read," teen mentoring training, and nutrition classes.

The center operates up to 12 hours per day, from 8 a.m. to 8 p.m. during the week and until 4 p.m. on Saturday. Among the agencies housed at Double Oaks is the Even Start/Family Independence Initiative, sponsored by the Knight Foundation and Central Piedmont Community College, which helps parents of children in the program complete a GED. "It just folds us over into a school with an inclusive family approach," says Merritt about the shared space.



Double Oaks Principal Cheryl Merritt

A Bright Beginning

When U.S. Secretary of Education Richard W. Riley visited Double Oaks last year during his America Goes Back to School tour, Frazier Lee Brown, Jr. from the Bright Beginnings class of 1998-99 made a presentation to the secretary. Recognized for his progress in reading and writing, Frazier was offered as a great example of the program's success. This fall the six-year-old will enter the first grade.

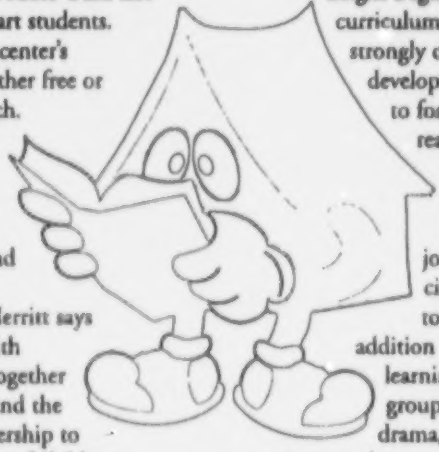
"Last year in school he had a good year because he had been around kids, learning how to listen to the teacher and how to follow directions," said Jean Cherry about her grandson's performance in kindergarten. "His reading has come up real good. He does good with numbers. I'm just a proud grandmother.

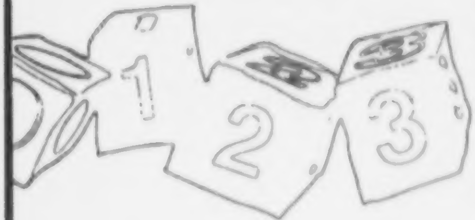
"I thank God for Double Oaks, Ms. Cheryl and all the teachers there—they are wonderful with the kids. I can't begin to tell you how much I thank God, because they gave Frazier a first start.

"If he hadn't been in the program, it would have been hard on me," says Cherry, who works the night shift at the Frito Lay plant in Charlotte, North Carolina, "and the teachers too because he wouldn't have been adjusted. But he was adjusted when he went to kindergarten because he knew what to look forward to."

The partners who help support the Double Oaks program also include local business and community organizations, along with the faith community (see sidebar for listing).

Located in what has been defined as the "inner-city," Double Oaks also serves 80 Head Start students. Two-thirds of the center's students receive either free or reduced-price lunch. Although Bright Beginnings screens its applicants for academic needs and Head Start for economic ones, Merritt says the partnership with Head Start pulls together resources that extend the reach of the partnership to a larger population of children.





All in the Family

The high level of parent and community involvement at Double Oaks, for which it was recently recognized with a school district award, contributes to the consistent progress of its children.

Parents must sign a contract—a unique and "non-negotiable" feature of the program—in which they commit to maintaining the child's health, ensuring his or her regular attendance, and participating regularly in various events. A goal of the program is to have at least 85 percent of parents attend four family involvement events each year.

In addition to the family resource center, partnership efforts such as Project Uplift further supports parents by helping to prepare the younger siblings of four-year-olds for the pre-kindergarten program. Charlotte-Mecklenburg Schools, in partnership with United Way's Success-By-Six, pairs educators with parents who have children ages birth through three years to provide home visitations.

Literacy Circles

Children are the center of the Bright Beginnings curriculum, which focuses strongly on language development and early literacy to foster the skills needed for reading and understanding what is read.

Each day the children join in four "literacy circles" that each last 10 to 20 minutes, in addition to participating in learning centers and small group activities that include drama, writing, computers, science and art.

There is a teacher and a teaching assistant for every 19 students, compared to the ratio of 2 to 23 for most pre-kindergarten programs in the district. Teachers working in the Bright Beginnings program are early childhood specialists who have at least a bachelor's degree and are certified by the state, or are provisionally certified as they complete additional courses.

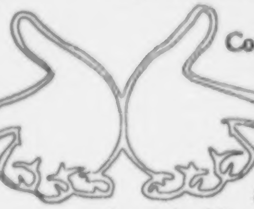
Bright Endings

Research shows that the 1997-98 class performed consistently better on the end-of-year kindergarten assessment than did a comparable group of children who did not participate in Bright Beginnings.

"When you work with young children, there's that window of opportunity," says Merritt about the importance of early childhood intervention. "There's that zest and enthusiasm for school. There is that feeling that 'I can do everything'—and they can. And if I start out and feel like I can do everything, I can experience some success."

For more information about the Bright Beginnings program, visit the Charlotte-Mecklenburg Schools' Web site at www.cms.k12.nc.us/ or contact Barbara Pellin, assistant superintendent for Student, Family and Community Services, at 704-343-6256.

Community Partners



Contributions from the **Bank of America** helped to renovate the facility; employees serve as readers and lunch buddies in classrooms.

Behavioral Health of Mecklenburg County provides family services information, family/child intake services and assessment, and staff consultation.

Charlotte Speech and Hearing and **United Way** help place a certified speech/language pathologist in the classroom and train the entire staff.

A Child's Place provides outreach services to families in crisis and homeless children, through the services of a family advocate housed at Double Oaks.

Employees of **First Union's Read Aloud Program** volunteer in classrooms by reading to students and donating books.

Head Start provides a teacher's assistant and supports 80 students at Double Oaks.

Mecklenburg County Health Department provides screening and health services.

Myers Park Methodist Church donates funds for the Learning Gallery and supplies trained volunteers to teach literacy lessons at Double Oaks.

Smart Start funds the distribution of the Bright Beginnings curriculum to private day-care sites.

St. Gabriel's Catholic Church donates funds for the Learning Gallery at Double Oaks.

United Way funds a parent educator to work in the homes of families served at Double Oaks.

What to Look for in a Preschool

By Naomi Karp, *National Institute on Early Childhood Development and Education*

Every year families are faced with a big decision: where should their young children go to preschool? To decide, families need to be informed consumers.

The most important thing to remember is that a ***high-quality*** preschool program has long-term effects on young children's success in school and, perhaps, even later in life. Two key features of a high-quality preschool program are the teachers or caregivers and what is happening in the classroom environment. When evaluating a preschool class for your child, keep these things in mind:

Teachers or Caregivers

- Adults who spend their days with young children must be responsive to each child's abilities, needs, language differences and overall development. Perhaps the single most important characteristic of a high-quality preschool is a teacher's relationship with the children in his or her class and the ability to be responsive to each child.

- Teachers have to talk to children—a lot. They should have interesting conversations with one child at a time; with small groups of children; and with the whole group. Make sure the adults are not only talking to other adults.

  A child's spoken vocabulary is one of the best ways to predict how well that child will read. The size of a child's vocabulary depends directly on how many words he or she has heard, beginning in infancy. It is up to teachers to make sure that children hear lots of words and take part in rich conversations every day.

- Teachers should know about child development and how young children learn about the alphabet and number concepts. They also have to know about children's social and emotional development. For the most part, teachers with early childhood college preparation are well-qualified teachers.

- Because most early childhood educators are not paid very well, they tend not to stay in the profession very long. However, in a high-quality preschool, the average stay of teachers is longer, which fosters a sense of security and stability in the children.

The Environment

- Indoor and outdoor activities should develop all the child's skills. That means, every day, children should be doing things that develop their language, mathematics and problem-solving skills. They also need activities that build their social and emotional development. They should have opportunities for painting or coloring, singing, dancing, jumping, running and climbing. These activities all help build the skills needed to do well in kindergarten and elementary school. The adults should be engaged with and talking to the children.

- There should be *lots* of children's books and printed materials in the classroom. Teachers should read to the children for at least 30 minutes every day. The children should sit near the teacher, and the teacher should ask the children to predict what will happen next in the story, to find certain objects in a picture, to count objects in pictures, and to do other things that engage the children in conversations about the story. Even if the children are too young to talk, they should be read to every day.

- The room should be decorated with the children's *recent* artwork. (If it's January, the Halloween pictures should not still be on the walls). The alphabet should be on display where the children can see it. Number lines also should be visible. Children's names should be printed on paper and easily visible. Items in the room should be labeled so that children associate objects and the printed words that represent them.

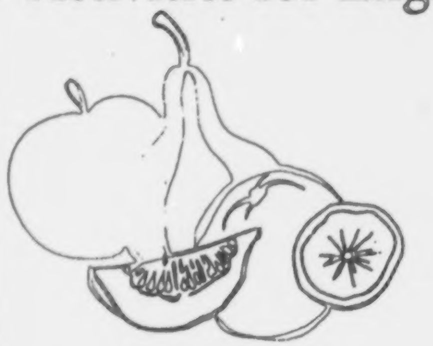
- The preschool should use a curriculum or a set of educational activities that blend together opportunities for children to experience language, science, mathematics, physical education, art and music experiences every day. The activities should be well planned and help children develop the ideas, concepts and skills needed for kindergarten and elementary school.

- Small classes allow more opportunities for young children to explore the environment, more time for teacher-child interactions, and more time for teachers to devote to individual children's special needs and abilities.

For more information about early childhood education, visit the Web site for the National Institute on Early Childhood Development and Education at www.ed.gov/offices/OERI/ECI.

In addition, the National Center on Early Development and Learning at the University of North Carolina has helpful information at www.ncedl.org.

Activities for Engaging Preschoolers



Have-It-Your-Way Yogurt Snacks

What you need

- containers of your favorite flavors of yogurt
- variety of toppings, such as chopped nuts, raisins, maple syrup, granola, and sliced fruit
- bowls
- spoons

What to do together

1. Peel and slice your favorite fruits. Then place all the ingredients on the table, and ask your child to think about which yogurt flavor and toppings he or she would like to use to make a yogurt sundae. Let him or her taste toppings individually.

2. Talk about what a sundae is and how to make one. Then ask your child to fill a bowl with yogurt and spoon fruit slices, nuts, and other toppings onto it. Encourage him or her to taste the snack after adding each topping.

3. Make your own sundae, perhaps using different ingredients so that you can compare tastes later.

4. As you enjoy your snack, talk about how these sundaes are different from ice cream sundaes. Brainstorm other kinds of sundaes you could make at another time.

Your child will work on these skills

- fine-motor skills through slicing, spooning, and pouring
- math skills such as comparing and counting
- self-confidence from preparing one's own food and deciding on preferences.

For more free learning activities for families and children, visit http://www.scholastic.com/parentandchild/activity/index.htm.

From SCHOLASTIC PARENT AND CHILD. Copyright © 2000 by Scholastic Inc. All rights reserved. Used by permission. Use of this resource does not constitute endorsement from the U.S. Department of Education.

Coffee Can Stories

Materials

- a coffee can
- a small object or a collection of small objects such as a seashell, an autumn leaf, a button, or a feather.

Procedure: Shake the can. Ask the children if they can guess what's in the can. Now open the can and show them what is in it: the seashell, the autumn leaf, the button, or whatever. Bring it out slowly, demonstrating by your action that this is a magical object.

You know what's in the can? It's a button. What color is this button? Is it a round button or a square button? You know how this button got into the can? This button belonged to a little girl from New York City. She had this button on her coat. Well, she fooled with it and fooled with it until one day it fell off and rolled into the street. Poor button. It cried.

Examine the object together: Discuss its color, texture, size and shape. Then, begin to tell a story about it.

As you tell the story, incorporate the children's ideas about what happened to the object. Use leading questions to draw the children into the storytelling process. You can make the story just a few sentences long, or extend it to last two or three minutes.

Do you know what happened next? Was it a grown-up or a child who found it in the street? And what did she do with it?

End the story with the reason why the object is now in the coffee can. Put the object back in the can and put the can away, until the next time you wish to do Coffee Can Theater.

For more free arts-related activities for teaching literacy and language skills, call 1-800-404-8461, or visit www.wolftrap.org/institute.

From Wolf Trap Institute for Early Learning Through the Arts, a program of Wolf Trap Foundation for the Performing Arts, © 1997. Created by Michael Littman, a former Wolf Trap Institute artist. Used with permission. Use of this resource does not constitute endorsement from the U.S. Department of Education.

PARTNERSHIP

for Family Involvement in Education

A coalition of more than 6,000 business, community, religious and education organizations nationwide.
To join the Partnership, call 1-800-USA-LEARN or visit http://pfie.ed.gov.

Maryland Libraries Open Doors to Pre-Readers

Public libraries in the state of Maryland are helping babies take their first step toward learning how to read. Representatives in the 24-county library system are offering a community-based service for preschoolers—free of charge.

The libraries work extensively with children, from birth to four years old, providing literacy-rich activities that include stories, books, songs and puppets.

In Baltimore County, one of the state's largest public library systems, a recently funded program called "Baby Booster" targets newborns through toddlers 23 months of age. Thirty-minute sessions will allow caregivers the opportunity to network, in addition to teaching new methods for engaging children in reading.

This fall, as part of a marketing campaign, the project will help spread the message about the importance of the library in the role of building good prereading skills for babies. Volunteers, recruited through the Baltimore County Department of Aging, will serve as library emissaries for 16 county branches to reach those persons who otherwise would not visit their neighborhood library.

"For the people who are already involved with their children and have their children involved in five programs weekly, it would be like preaching to the choir," explains Kathy Coster, the county's manager of marketing and programming, about the outreach effort. "We want people to know about the importance of their child's development."

The volunteers, mostly retired educators, some former teachers in the Baltimore County Public Schools, have at least 30 years of education experience. For more information about the Baltimore County Public Library system, visit www.bcplonline.org.

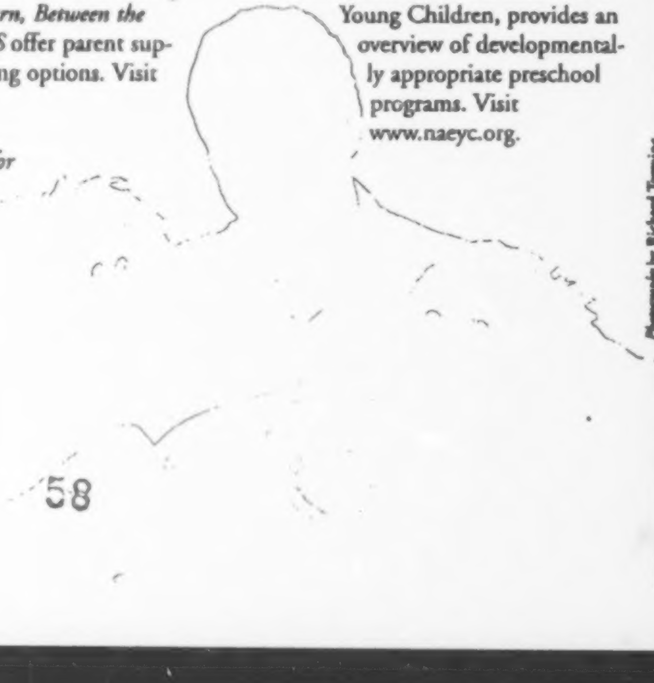
Partners Emphasize the Early Years as Key to Learning

Members of the Partnership for Family Involvement in Education have developed a number of programs, materials and resources that strengthen children's readiness in the early years. Here are some examples:

- Published in both English and Spanish by the Sesame Street Workshop, with support from the Prudential Foundation, *Language to Literacy* provides strategies for increasing children's language development, from birth to age three. Visit www.ctw.org.

- Produced by the Public Broadcasting System, *Ready to Learn, Between the Lions,* and *PBS KIDS* offer parent support and programming options. Visit www.pbs.org.

- *A Good Preschool for Your Child,* a brochure published by the National Association for the Education of Young Children, provides an overview of developmentally appropriate preschool programs. Visit www.naeyc.org.



Photography by Richard Termine

- The Children's Museum of Indianapolis sponsors *Playscape*, a gallery of successful "play environments" for infants and children through age six. Visit www.childrensmuseum.org/teachers/pssched.htm.

- *Early Notes: The Sound of Children Learning* connects music and cognitive skills. For more information, visit the Texaco Foundation at www.texaco.com/support/index.html.

- From the National Association of Child Care Resource and Referral Agencies, the *Daily Parent Newsletter* and *Child Care Aware* provide information for busy parents and childcare professionals. Visit www.naccrra.org.

- Published by the Parents as Teachers National Center, Inc., the *Born to Learn* curriculum is a training tool for parent educators regarding children prenatal to age three. Visit www.patnc.org.

- The American Library Association offers a variety of *Born to Read* products to promote reading. Visit www.ala.org/alsc/raise_a_reader.html.

Lights On Afterschool, October 12

On October 12, after-school programs across the country will be turning their lights on and hosting "open houses" so their communities may see firsthand how these programs help children succeed. To register as a Lights On Afterschool event site, or to request a Lights On Afterschool Action Kit, call 202-296-9378 or visit www.afterschoolalliance.org.

our

Photography by Terra Beach

Nature Net is a consortium of 16 local, not-for-profit organizations that offer environmental education programs for students of all ages throughout Dane County, Wisconsin. The goal of Nature Net is to make hands-on, outdoor education accessible to the classroom and relevant to the school curricula.

"Our goal is to show teachers and parents that any subject can be taught using the 'original classroom'—the natural world," says Kathe Crowley Conn, executive director of Nature Net and the Aldo Leopold Nature Center, its parent organization. The Aldo Leopold Nature Center, which is one of the environmental education sites, is located on a 47-acre conservation park rich with a pond, wetland, prairie, woodland and Native American effigy mounds.

On September 17, families and children will convene at the Aldo Leopold Nature Center to celebrate the summer-long activity "Nature Passport," a scavenger hunt at 12 various sites throughout southern Wisconsin.

Nature Net, which has been modeled in several areas throughout the state, offers free educational resources for teachers and parents to engage students' curiosity about the world around them. For more information, visit www.naturenet.com or call the Nature Net Hotline at 608-221-2575.

September 18–20, Sacramento, California
The first in a series of fall conferences for *Improving America's Schools*. The Partnership for Family Involvement in Education will hold meetings and a materials fair on the third day of each conference. The remaining dates are October 2–4 in Louisville, Kentucky, and December 13–15 in Washington, D.C. For more information, call 1-800-203-5494. Visit www.ncbe.gwu.edu/iasconferences or e-mail ias_conference@ed.gov.

November 2–4, St Louis, Missouri
National Middle School Association, Annual Conference 2000. Call 1-800-528-NMSA or visit www.NMSA.org.

November 12–17, Houston, Texas
National Association of Partners in Education, "Navigating Partnerships for Student Success." Call 703-836-4880 or visit www.partnersineducation.org.

November 29–December 2, Reno, Nevada
National Community Education Association, 35th Annual Conference. Call 703-359-8973 or visit www.ncea.com.

A "how-to" guide on children's health insurance includes tips to help uninsured children get free or reduced-price health coverage, developed by the U.S. Departments of Health and Human Services, Education, and Agriculture. For more information, call 1-877-KIDS-NOW.

A starter's pamphlet for developing after-school programs, *After-School Programs: Keeping Children Safe and Smart*, is now available. Call toll free 1-877-4ED-PUBS with the order number EK0276B, while supplies last.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

U.S. Department of Education
COMMUNITY
Issue No. 80 UPDATE September 2000

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

IN THIS ISSUE:
BRIGHT
BEGINNINGS
PAGE 6

Getting an Early Start

Resources Help Parents Foster Early Learning Skills

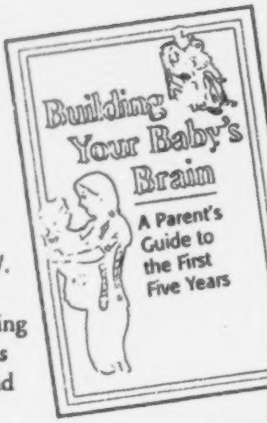
Because the parent is the child's first teacher, the U.S. Department of Education has several resources available to help families get their young ones ready to learn.

The popular publication **Building Your Baby's Brain: A Parent's Guide to the First Five Years** describes how children learn about the world around them. For instance, children learn by touching different textures and listening to various sounds, in turn allowing the brain to make important connections to stimulate learning. This booklet, which is also available in Spanish, can be downloaded from www.ed.gov/offices/OERI/ECI/publications.html.

Another resource that shows how teaching and learning take place when parents and children do simple things together, **Helping Your Child Get Ready for School** offers activities that reveal how even sorting socks can have educational value. For a copy, visit www.ed.gov/pubs/parents/GetReadyForSchool/.

A host of activities for promoting a child's learning in various subjects such as art, history, geography and science are available in **Learning Partners: A Guide to Educational Activities for Families**. Available only online at www.ed.gov/pubs/parents/LearnPtnrs.

Film celebrities LeVar Burton and Jamie Lee Curtis lead a discussion in English, and Edward James Olmos in Spanish, on communicating with infants, language development, reading, and singing in a 20-minute video called **Ready to Learn**. This video will be available in late September. Check on its availability at www.ed.gov/americareads/. Also, contact the I Am Your Child Foundation, producers of the video, for other valuable items at www.iamyourchild.org, or call toll free 1-888-447-3400.


Building Your Baby's Brain
A Parent's Guide to the First Five Years

The first two of the above publications are free and can be ordered by calling 1-877-4ED-PUBS, while supplies last. For more information on resources for parents, call 1-800-USA-LEARN.

20000[illegible] 001301

U.S. Department of Education

COMMUNITY

Issue No. 81 UPDATE *October 2000*

GEAR UP
For Success
GEAR UP
For Suc

"Just by exposing students to college options, we give them a choice."

Robin Retana, GEAR UP coordinator of Palomar College

FULL STORY ON PAGE 4

Finding Funds for College

Federal Financial Aid Makes Higher Education Affordable

As more Americans attend college than ever before, the cost of a higher education is becoming more affordable due in large part to an increase in federal support. Federal student aid has doubled from $22 billion to $50 billion, providing the greatest investment in higher education since the G.I. Bill.

With new and expanded loan and grant programs, tax credits, and work-study opportunities, virtually anyone who wants to attend college now can afford to do so. And millions of student borrowers can benefit from lower fees when they repay their loans on time or consolidate them into the direct loan program.

New Flexible Repayments

Beginning in the 2000–01 academic year, students will be eligible for a rebate worth 1.5 percent of loans made through the William D. Ford Federal Direct Student Loan Program, saving borrowers $150 for every $10,000 in loans.

"We have worked hard to make college more affordable and accessible for students and their families during the past eight years," said Secretary of Education Richard W. Riley. The U.S. Department of Education helps fund college costs for more than 9 million students across the country.

Students who consolidate their loans through the loan program also will receive additional savings with a new, low-interest rate that is 0.8 percent lower than what they are currently paying, saving students with $10,000 in loans more than $500 each. This lower rate applies to loans consolidated between October 1, 2000 and September 30, 2001.

These new measures add to the current discount offered by the Department that gives a 0.25 percent

(CONTINUED ON PAGE 3)

THIS MONTH'S FOCUS: PREPARING FOR COLLEGE

U.S. Department of Education
COMMUNITY
Issue No. 81 UPDATE *October 2000*

COMMENTS
Editor
Community Update
400 Maryland Avenue, S.W.
Room 5E209
Washington, D.C. 20202
Fax: 202-205-0676
OIIA_Community_Update@ed.gov

SUBSCRIPTIONS
ED Pubs
P.O. Box 1398
Jessup, MD 20794
1-877-4ED-PUBS
edpubs@inet.ed.gov

CREDITS
Community Update is published by the Office of Intergovernmental and Interagency Affairs, U.S. Department of Education.

U.S. Secretary of Education
Richard Riley

Assistant Secretary
Mario Moreno

Director, Community Services
John McGrath

Editor
Nicole Ashby

Contributing Writers
Julie Black
Robert Collier
Terri Ferinde Dunham
Menahem Herman

Designer
Jason Salas Design

Community Update contains news and information about public and private organizations for the reader's information. Inclusion does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed.

How Upward Bound Changed My Life

By Robert Collier, *Jackson, Mississippi*

I am a sophomore transfer at the University of Mississippi with a 3.5 grade point average, majoring in political science with an emphasis in pre-law. After college, I plan to attend law school and later become a corporate lawyer.

I enrolled in the Tougaloo College Upward Bound Program in the summer of 1996, before my first year in high school, hoping to get a head start on college. Not knowing of the impact it would have on my life forever, I entered the program an insecure adolescent and came out a confident and well-rounded young man.

The mentors, tutors, and staff instilled in me the characteristics of a productive and responsible citizen, the respect I have for others, and the dedication it takes to be successful. Sometimes I wonder what my life and character would be like if I had not attended the program.

As I matriculated into college, I was well prepared to work and think effectively. My grade point average was a 3.6 and due to the ACT preparation program at Upward Bound, I was able to bring my ACT score up from 16 to 22. I was also able to go on an all-expenses-paid trip to California to visit several colleges in the Bay area. Coming from Mississippi to such a diverse area was an opportunity that I had never dreamed of having.

I would encourage any student entering high school to enroll in the Upward Bound Program. It promotes scholarship, strong values, merit, and perseverance. Most importandy, it provides troubled youth with love, opportunities, and support.

Upward Bound, initiated in 1965, is the oldest and largest of federal TRIO programs designed to prepare economically disadvantaged students for postsecondary education. There are currently 772 Upward Bound projects. For more information, visit http://www.ed.gov/offices/OPE/HEP/trio/ or call 202-502-7600.

Resources on the Web

Families and communities can now access a variety of learning resources with the click of a mouse. Many Web sites offer services and information about children and education. A few of the more popular sites are listed below:

www.nces.ed.gov/ipeds/cool
College Opportunities On-Line allows users to find the right higher education options for them by searching through 9,000 colleges, universities, career, technical, and trade schools in the United States, based on location, program, or degree offerings.

www.cns.gov
The Corporation for National Service (CNS) provides opportunities each year to more than a million Americans of all ages who volunteer to do community service. Students can also help finance their college education and pay back their student loans by volunteering through CNS.

www.ed.gov/free
Federal Resources for Educational Excellence provides hundreds of resources supported by federal government agencies for teachers and students on subjects that range from an architectural tour of the National Gallery of Art to a tour of the universe through NASA's Observatorium.

www.thegateway.org
The Gateway to Educational Materials—a one-stop access to lesson plans, curriculum units and other education resources for grades pre-k through 12—connects users to over 140 Web sites.

(CONTINUED FROM PAGE 1)

interest-rate reduction to direct loan borrowers who repay their loans through electronic debit accounts.

Combined with earlier improvements in lending programs, these incentives would enable a student to save more than $1,300 for every $10,000 in loans.

In addition, teachers who serve in high-need areas will benefit from a new loan-forgiveness provision that waives up to $5,000 in loans after five consecutive years of teaching at needy schools.

Financing at No Cost

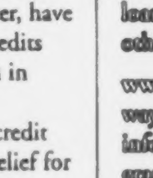
Students can benefit further from grants and scholarships that are based on need and merit and do not have to be repaid. Pell grants now provide up to $3,300 to low-income students—$1,000 more than in 1993. In the FY2001 budget, the president has requested an increase to $3,500 per grant.

Some of the most important innovations in financial aid, however, have been in the form of two tax credits proposed by President Clinton in 1996 and enacted in 1997.

The Hope Scholarship tax credit provides up to $1,500 in tax relief for the first two years of college. The scholarship pays nearly all of the tuition and fees at an average-priced community college.

A second tax incentive that allows families to claim tuition expenses on their federal income tax is the Lifetime Learning tax credit, which provides up to $1,000 in tax relief for college juniors and seniors, graduate students, and adults seeking job training. The president's proposed College Opportunity Tax Credit is a significant expansion of the Lifetime Learning Credit and would provide up to $2,800 in tax relief annually to help American families pay for college.

Work-study programs provide students another option to finance their education. The federal government pays up to 100 percent of the wages of college students who tutor children and, in some cases, adults in reading and math. Students can work in elementary schools, childcare centers, after-school programs, community agencies, well-child clinics, and libraries.



FINANCIAL AID
The Student Guide

Contact the U.S. Department of Education for information to help students and their families finance a college education.

By phone, call:
1-800-4-FED-AID (1-800-433-3243) for information on government grants and loans.

On the Web, visit:

www.ed.gov/studentaid for comprehensive information on federal financial aid programs, including eligibility, loan and repayment options, and other essentials.

www.students.gov—a student gateway to the U.S. government. It offers information on federal and state programs, as well as links to scholarship search engines and databases.

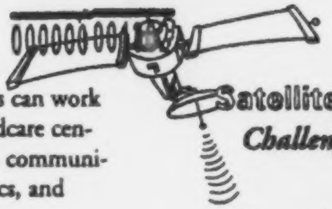
www.fafsa.ed.gov for the fastest way to apply electronically for federal financial aid and renew applications online.

For free publications, call 1-800-4-FED-AID to order the following:

***The Student Guide* includes an overview of various types of financial support. Also available online at www.ed.gov/prog_info/SFA/StudentGuide/2000-1/index.html.**

***Funding Your Education* is a step-by-step guide to applying for federal financial assistance. Also available at www.ed.gov/prog_info/SFA/FYE.**

***Looking for Student Aid* explains positive and negative aspects of using scholarship search services and suggests alternatives.**



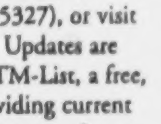
OCTOBER
Satellite Town Meeting
Challenging Standards and High Expectations

As challenging content standards help raise the level of excellence in classrooms across the country, participants in the October Satellite Town Meeting will imagine the future of teaching and learning in America.

Broadcast live on Tuesday, October 17 from 8:00 p.m. to 9:00 p.m. Eastern Time, this satellite teleconference will share examples of schools where teaching and learning are meeting the demands of the new century. U.S. Secretary of Education Richard Riley and his guests will discuss critical issues, including the new recommendations of the National Commission on Mathematics and Science Teaching for the 21st Century; the need for arts and foreign languages; strategies for engaging parents and communities in standards-based learning; high school reform; and the ongoing challenge to ensure high-level reading for all students.

For program and technical information about the Satellite Town Meeting series, call 1-800-USA-LEARN (1-800-872-5327), or visit registerevent.ed.gov/. Updates are also available from STM-List, a free, read-only service providing current information about programming and teleconferences, which can be joined by sending an e-mail to Satellite_Town_Meeting@ed.gov.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance of Business, with support from the Bayer Foundation, the Procter and Gamble Fund, and Target Stores.



63

GEAR UP

Builds Pathways to Colleges for Disadvantaged Youth

GEAR UP—Gaining Early Awareness and Readiness for Undergraduate Programs—is a national initiative that teams middle schools and colleges with business and community organizations to put low-income students on a path to higher education. This school year, GEAR UP will serve approximately 750,000 students across the country.

Enacted in 1998 as a program of the U.S. Department of Education, GEAR UP currently provides $200 million in five-year grants to states and to local partnerships of universities, high-poverty middle schools, community organizations, and businesses.

Focusing on low-income youth, these partnerships provide rigorous courses and college preparation classes, along with opportunities for teachers to obtain more specific training in their content areas. In addition, the partners, which currently number over 1,000 nationwide, provide tutoring and mentoring support and, in some instances, scholarships.

GEAR UP targets students starting no later than the seventh grade because research shows that students who take and pass more challenging courses, including algebra, in middle school are much more likely to succeed in high school and go on to succeed in college.

Interest in GEAR UP has far exceeded available funding, which is why President Clinton is requesting $325 million for FY2001 to extend the program to 1.4 million students. Of the 678 grant applications last year, only 164 were funded.

GEAR UP also has a number of free publications for mentoring initiatives. Most of these resources are available at www.ed.gov/gearup/, which also includes information on possible funding opportunities. Also, call 1-800-USA-LEARN (1-800-872-5327) for more information.

Here are examples of ways that GEAR UP programs are making a difference in local communities:

WEST VIRGINIA

GEAR UP funds benefit middle and high school students in more than 40 schools in West Virginia, where only 12 percent of the adult population hold bachelor degrees.

The grant awarded to Fairmont State College is the largest of the 1999 grantees at over $21 million and the only one made to an institution in West Virginia.

In its first year, nearly 3,000 seventh-graders and over 600 teachers were provided services and academic enrichment activities that included after-school tutoring, campus visits, parent nights for college and financial planning, and professional development events for teachers.

One of the highlights of the year was the Home Computer Scholarships given to 129 students. Each student's household received a computer, a printer, software, and free Internet access for five years.

"We had parents in tears. They thought there was a catch, but there was none," said Denise Whittaker, vice president for enrollment management and student affairs at Fairmont.

Only 47 percent o
school graduates i
in college or trade
to 82 percent of hi

—National Center for Education Stati
Condition of Education 1999

She says, in addition to the computer fund, the greatest impact of the partnership has been in providing transportation for students who receive after-school tutoring. Many of the students that live in this rural area travel two hours each day to attend school.

The grant is also extending opportunities to educators. This summer, a teacher from each of the schools traveled to New York City for an educational trip focused on multicultural diversity.

For more information on Fairmont

State College GEAR UP programs, call Denise Whittaker toll free on 1-877-385-0896 or visit www.fscwv.edu/gearup.

INDIANA

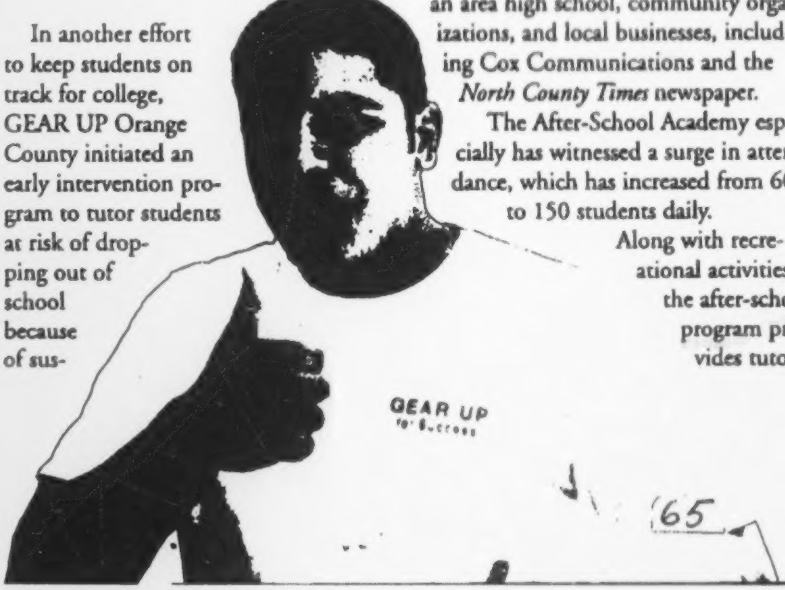
In the rural community of Orange County, Indiana, GEAR UP will reach 1,325 seventh-graders through a partnership among local schools and businesses, and Indiana University.

"Usually this kind of program comes to urban areas, but we have the same kind of problems, the same things that get the kids derailed," says Amy Drake, project coordinator, "so it's really exciting to do something on a small scale but with a large impact."

The county is looking to raise student achievement at its three junior-senior high schools—Orleans, Paoli, and Springs Valley—by awarding mini-grants to teams of educators, parents, and business partners that will steer a School Improvement and Innovation Project.

ow-income high
mediately enroll
chool, compared
n-income students.

U.S. Department of Education,



In another effort to keep students on track for college, GEAR UP Orange County initiated an early intervention program to tutor students at risk of dropping out of school because of suspension. One school with an enrollment of just over 400 had more than 100 suspensions and expulsions last year.

Parent involvement is also at the center of Orange County's plans to equip students for higher education. Parents will take training classes to give workshops in math and science for other parents, for which they will receive a small stipend.

On Saturdays, honor society students from Indiana University will serve as mentors, providing academic enrichment activities that tie to their majors. As the role of the university unfolds, there are plans for the Indiana business school to cosponsor a business-education summit and for the admissions department to host campus visits.

For more information about GEAR UP Orange County, contact Amy Drake at 812-723-1122 or visit http://gearuporange.org.

CALIFORNIA

Having served 400 students in its first year, the GEAR UP program administered by Palomar College in San Marcos, California, will reach the entire population of 1,400 students at San Marcos Middle School for the second year of the grant.

The Palomar College (PC) project has received tremendous response from its largely Hispanic and partly rural community. The partnership includes an area high school, community organizations, and local businesses, including Cox Communications and the *North County Times* newspaper.

The After-School Academy especially has witnessed a surge in attendance, which has increased from 60 to 150 students daily.

Along with recreational activities, the after-school program provides tutoring, a math lab, and classes for reading, public speaking, and computers.

San Marcos Middle School is on a year-round, four-track system to accommodate the growing number of students, which PC GEAR UP coordinator Robin Retana says presents logistical challenges for the program. PC GEAR UP must run each event at least twice and sometimes as often as four times. Both English and Spanish are spoken at all student and parent events.

The partnership with Palomar College has afforded students a glimpse into university life along with campus visits to other colleges in the University of California system. "Just by exposing students to college options, we give them a choice," adds Retana. The program also includes SAT-9 workshops and recently added a college-level class called "Preparing for College," for which eighth graders earn half a credit.

As part of its outreach efforts, which includes home visits, PC GEAR UP has a parent institute that sponsored an eight-week program designed to strengthen family involvement in education. More than 100 parents participated.

For more information on Palomar College GEAR UP, contact Robin Retana on 760-744-0256 or at gearup_robin@hotmail.com.

PARTNERSHIP
for Family Involvement in Education

A coalition [illegible] than 6,000 business, community, religious and education organizations nationwide.
To join the Partnership, call 1-800-USA-LEARN or visit http://pfie.ed.gov.

Chicago Students Latch Onto a Star of Excellence

Every day of the school year, The Black Star Project is in Chicago area schools working to improve the quality of life in the African-American community through education and economics. The project encourages students to value hard work and self-discipline, develop confidence, and strive for academic excellence.

Since 1996, The Black Star Project has mentored more than 30,000 sixth-through eighth-graders and will serve more than 75 public, private and faith-based schools in the Chicago area this fall. It is funded entirely by proceeds from membership fees and fundraising drives.

The project includes the "Celebrity Readers" initiative to encourage primary school students to read and teaches students of all ages the importance of how to earn, save and invest money while opening interest-bearing savings accounts.

Actor Danny Glover joins Jackson (left) and students for a mentor session.

Some of the most important work done by The Black Star Project has been in the area of college preparation. Statistics show that African-American males are more likely to drop out of college in their first year. A program called "The Wall" helps students get past the obstacles that hinder them from succeeding in their freshman year. More than 1,200 students and their parents have taken this seminar over the past three years.

The Black Star Project also sponsors college fairs for students in the eighth grade and guides these students on what courses to take in high school to prepare them for successful college enrollment.

"It's time-out for the excuses. It's time-out for those techniques that have not worked in the past," says Phillip Jackson, founder of The Black Star Project. "Some of what is called 'the minority education gap' is a gap in effort, a gap in planning, and a gap in implementation." Jackson is also chief for education initiatives for the city of Chicago under Mayor Richard Daley.

For more information about The Black Star Project, call 312-842-3527 or e-mail Blackstar1000@juno.com.

Ford Motor Company Distributes $1 Million in Scholarships

Every time a new Ford or Lincoln-Mercury vehicle is sold or leased in selected markets, a portion of the proceeds goes to a fund that provides $1 million worth of college scholarships. Sales from eight participating dealerships in Texas, California, and Florida, help fund the Ford Salute to Education program providing scholarships for nearly 1,000 high school seniors.

"One thing I really like is that Ford recognizes student contributions to the community and academic performance, and rewards them through these scholarships," says award recipient Natalie Trevino, who is a freshman studying physics at Texas Lutheran College.

Another Ford scholarship recipient at an awards ceremony last year in San Diego, California, won a 1999 Ford Ranger in addition to the $1,000 aid.

The application deadline for the scholarship is in February, and dates vary for each location. For specific information on the Ford Salute to Education program in Texas, visit www.salutetoeducationtx.com, or call 210-225-3353 to also learn more about the program in San Diego, California, and Miami, Florida.

America's Promise Prepares Kids for College and Life

General Colin L. Powell

General Colin L. Powell is leading a crusade to help young people build the character and competence they need to become successful adults. Representing America's Promise: The Alliance for Youth, Powell speaks for nearly 1,000 partners—from corporations to congregations to communities. All of these partners have made promises to provide youth with five key supports: caring adults; safe places; a healthy start; training in marketable skills; and opportunities to serve.

In fulfilling its commitment, as a partner, the University of Houston–Downtown reaches more than 1,500 children through its programs, including enrichment courses for potential first-generation college students. "The teachers expected a lot from you," said one student participant. "They made you reach out and think. It gave me the opportunity to know what college is all about."

Corporate partner America Online includes resources for college preparation in its "AOL@SCHOOL" project, which reaches beyond college preparation to include school-friendly Internet software and other resources. The Web site www.school.aol.com compiles information on admissions, financial aid, and the college search.

Through the Partnership for Family Involvement in Education and the 21st Century Community Learning Centers, the Department of Education is expanding its collaboration with America's Promise.

To find out more about America's Promise and its partners, visit www.americaspromise.org, or call 1-888-55-YOUTH (1-888-559-6884).

[illegible] our

Parenting Coalition International (PCI) is a "clearinghouse of clearinghouses" for parenting resources that support greater family involvement in children's learning. PCI President Belinda Rollins (at right in photo) created the organization in 1994 after Congress passed the "Parents Day" bill. "I saw a lot of frustration among parents. A lot of them just need good information, and I saw a need to bring it all together," said Rollins.

PCI has a membership of 300 researchers, authors and parenting organizations with whom it partners to provide activities, meetings, publications, and broadcasts about parent involvement.

This fall PCI published its fifth edition of *The ABCs of Parent Involvement in Education*, in collaboration with the Washington, D.C. ABC-TV affiliate WJLA-TV and the Appalachia Educational Laboratory. The publication features the advice of experts from across the country and offers tips for parenting children from birth to the college age. Next month, PCI will launch *The Art of Parenting*, a free one-page newsletter.

For more information, visit www.parentingcoalition.org, or call 202-530-0849.

CALENDAR

October 12
Lights On Afterschool, a national awareness event, spotlights after-school programs across the country. To register as an event site, call 202-296-9378, or visit www.afterschoolalliance.org.

November 2–4, St. Louis, Mo.
National Middle School Association Annual Conference 2000. Call 1-800-528-NMSA (1-800-528-6672), or visit www.NMSA.org.

November 12–17, Houston, Texas
National Association of Partners in Education Conference, "Navigating Partnerships for Student Success." Call 1-800-924-6273, or visit www.partnersineducation.org.

November 13
National Parent Involvement Day third annual observance. Call 202-530-0849, or visit www.parentingcoalition.org.

November 29–December 2, Reno, Nev.
National Community Education Association 35th Annual Conference. Call 703-359-8973, or visit www.ncea.com.

December 13–15, Washington, D.C.
Concludes a series of fall conferences for *Improving America's Schools*. The Partnership will hold a meeting and materials fair on the third day. For more information, call 1-800-203-5494. Visit www.ncbe.gwu.edu/iasconferences, or e-mail ias_conference@ed.gov.

ANNOUNCEMENT

The *Afterschool Action Kit* offers resources and tips for organizing after-school programs in local communities. For a free copy, call 1-877-4ED-PUBS (1-877-433-7827) with order number EA0117K, while supplies last. For an online version, visit www.afterschoolalliance.org/asaction.html.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

BEST COPY AVAILABLE

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

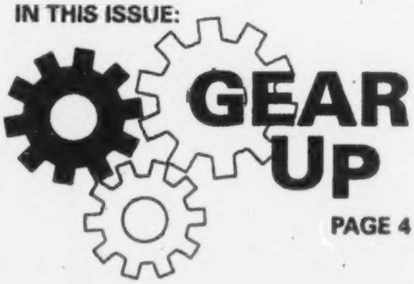
OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

U.S. Department of Education
COMMUNITY
Issue No. 81 UPDATE October 2000

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

IN THIS ISSUE:



GEAR UP

PAGE 4

Charting a Course for College

Because of the growing importance of a college education in today's rapidly changing economy, the U.S. Department of Education—the largest supplier of student financial aid in America—has designed a number of resources to ensure students are prepared for higher education. The following publications are free-of-charge and can be ordered through the Department's Publications Center, by calling 1-877-4ED-PUBS (1-877-433-7827) with the order number below, while supplies last. Most of these resources are available online.

Think
College?
Me?
Now?

Think College? Me? Now? is a guide for middle and junior high school students, covering the benefits of a college education, academic preparation, and financial aid, among other topics (EN0154P). www.ed.gov/pubs/CollegeMeNow/

Getting Ready for College
Early

Getting Ready for College Early is another resource for parents of junior high and middle school students (EE0083B). www.ed.gov/pubs/GettingReadyCollegeEarly/.

Preparing Your Child for College

Preparing Your Child for College helps parents of high school students prepare children academically and plan for the costs of a college education. Available in both English (EE0104P) and Spanish (EEA0017B). www.ed.gov/pubs/Prepare.

Also, check the Web site **www.ed.gov/thinkcollege/** for a host of resources on educational opportunities beyond high school for learners of all ages.

For more information on preparing for college, call 1-800-USA-LEARN (1-800-872-5327).

U.S. Department of Education

COMMUNITY UPDATE

Issue No. 82

November/December 2000

"We're telling teachers 'Don't do what you've normally done for years.' It's a profound shift."

Diane Briars, co-director of the Pittsburgh Reform in Mathematics Education program

FULL STORY ON PAGE 4

Improving Mathematics and Science Education

Report Finds Professional Development Key to Quality Performance

To enable the nation's children to become world-class learners in math and science, the key is to improve teacher quality—and to do so immediately, recommended the National Commission on Mathematics and Science Teaching for the 21st Century.

"[T]he way to interest children in mathematics and science is through teachers who are not only enthusiastic about their subjects, but who are also steeped in their disciplines and who have the professional training—*as teachers*—to teach those subjects well," the Commission suggested in its recent report *Before It's Too Late.*

The report is the result of a yearlong investigation into the quality of K–12 mathematics and science teaching in America's schools. U.S. Secretary of Education Richard Riley launched the 25-member panel in the summer of 1999, appointing former U.S. senator and astronaut John Glenn as chair.

"It is imperative to move swiftly," said Glenn. "Two-thirds of the nation's teachers will leave their positions over the next decade, giving us an unprecedented opportunity for improvement."

The Glenn Commission called for a number of efforts to improve math and science teaching, including making available to all teachers high-quality professional development that includes summer institutes, inquiry groups and incentive programs.

The report asserts, "Teachers must be given the time they need within the school day to keep up with new developments in their fields, teaching aids, materials, and technology."

Principal Carol Daniels, who was invited to the press conference in September announcing the release of the

(CONTINUED ON PAGE 3)

THIS MONTH'S FOCUS: MATHEMATICS & SCIENCE EDUCATION

U.S. Department of Education
COMMUNITY
Issue No. 82 UPDATE Nov./Dec. 2000

COMMENTS

SUBSCRIPTIONS

CREDITS

[illegible]

[illegible]

[illegible]

[illegible]

Julie Black
[illegible]
[illegible]
Anne Jolly
Mary Smith
[illegible]

[illegible] Design

The Class That Taught the Teacher

By Anne Jolly, *Mobile, Alabama*

I'll always remember "The Class"—the one where kids came in thinking, "I don't like science. I don't like math. I don't see how any of this stuff relates to me."

My careful planning and preparation did nothing to change their minds. Neither did attempts to help these students experience success by praising their occasional progress. Worse, I kept hitting a blank wall as I struggled to build the vital student-teacher rapport so necessary to learning.

In desperation, I decided to try a radically different teaching approach with these eighth-graders. Our new school facility was causing environmental problems. Excessive sedimentation, coupled with runoff from the oversized asphalt parking lot, drained directly into a creek that fed Mobile Bay. I wondered what would happen if The Class tackled this real-life problem by building a wetland. Of course, I had no idea how to actually construct a wetland, but the community came to my rescue.

A local education foundation funded the wetland project. A forestry service employee provided advice on the kinds of plants to include. A civil engineering professor helped the class understand the impacts of the sedimentation and runoff, and the role of a wetland in addressing this problem. He led the students on a scouting expedition around the campus and helped them apply appropriate criteria to selecting a site for the wetland. Students from his engineering classes scoped out the situation and recommended a wetland design as my students shadowed them.

PTA parents provided plants for the wetland. Parents who normally appeared at school only for discipline conferences brought materials and provided students with information about constructing a weir to back up water in the wetland. Chronically tardy students arrived before school with shovels, rakes, hoes, nails, hammers and other materials they needed to construct the weir, shape the wetland area and relocate plants.

School personnel also pitched in. Coaches allowed muddy students to track across the gym floor and use the showers in the locker rooms to clean up. Custodians mopped up the mud good-naturedly. The eighth-grade teaching team rearranged class schedules to accommodate the time needed to construct the wetland.

Somewhere along the way, those students and I connected. Most knew a lot about construction work and they willingly taught me what they knew. Previously labeled as "lazy," these teens worked together long hours in the blistering heat. The project foreman, a young man who had failed twice, interpreted the detailed schematic diagrams provided by the engineering class and kept the project on track. Uninterested math students seemed to understand exactly why they needed to calculate areas and angles to build the frame for the weir.

More important than constructing the wetland, these students finally experienced success. They learned science concepts and saw a reason for knowing these things. They applied math that previously had had no meaning for them. They had a reason to look forward to school. "The Class" taught me a lot about teaching science that year. I'll always be grateful to them.

Anne Jolly taught science in the Mobile County Public School System for 16 years and in 1994 was named the Alabama Teacher of the Year. Last year, she served as a member of the National Commission on Mathematics and Science Teaching for the 21st Century. She now works as an education program specialist for SERVE, a federally funded research and development laboratory covering the southeast states.

BEST COPY AVAILABLE

(CONTINUED FROM PAGE 1)

Before It's Too Late

report, attributed the turnaround of student performance at Jeb Stuart Middle School in Jacksonville, Florida, to its ongoing professional development program. "The change took place with the teachers. Simply, they became better at teaching the complicated subject of mathematics," she said.

Increasing the salaries of math and science teachers to compete with wages offered in the private sector is among the Commission's recommendations. Statistics show that teachers earn 29 percent less than other workers with a bachelor's degree—$35,048 per year compared to $49,362 per year in 1997.

The Commission set three goals for action at the local, state and federal levels, which will require a nationwide investment of more than $5 billion annually: (1) establish an ongoing system to improve the quality of mathematics and science teaching in grades K–12; (2) increase significantly the number of mathematics and science teachers and improve the quality of their preparation; and (3) improve the working environment and make the math and science teaching professions more attractive.

However, the Commission pointed out, teachers are just one of the groups with a stake in mathematics and science education. It targeted six other stakeholder groups—parents, administrators, school board members, higher education institutions, state political leaders and business leaders—as also responsible for raising student achievement.

In the section of the report entitled, "What Can You Do?", several questions are posed to each group, along with a checklist for action. Below is a snapshot of what each stakeholder is asked to consider:

School Board and Superintendent Team
How many individuals assigned to teach mathematics and science in your district have a major or minor in these fields?

Principals
Are you satisfied that the science and mathematics preparation that your students receive is adequate preparation for the next level of schooling?

Teachers
Are you actively seeking to learn effective teaching methods for diverse student learners?

Parents
Do your child's teachers have the necessary background to teach the courses to which they are assigned?

State Leaders
How do certification requirements for K–12 mathematics and science teachers in your state compare to those of neighboring states and national standards?

Higher Education Institutions
Do your graduates report that your program prepared them for successful teaching? Are schools that hire your graduates satisfied with the quality of their instruction?

Business Partners
Does your business encourage its employees to work as advocates in the schools, with the goal of achieving high-quality mathematics and science education?

For a copy of *Before It's Too Late*, call the Department of Education's Publications Center at 1-877-4-ED-PUBS (1-877-433-7827) with order number EE0449P, while supplies last. The report is also available online at www.ed.gov/inits/Math/glenn/.

00000C 0013

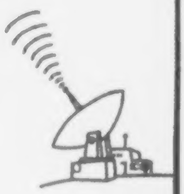
NOVEMBER
Satellite Town Meeting
Partners for Excellence

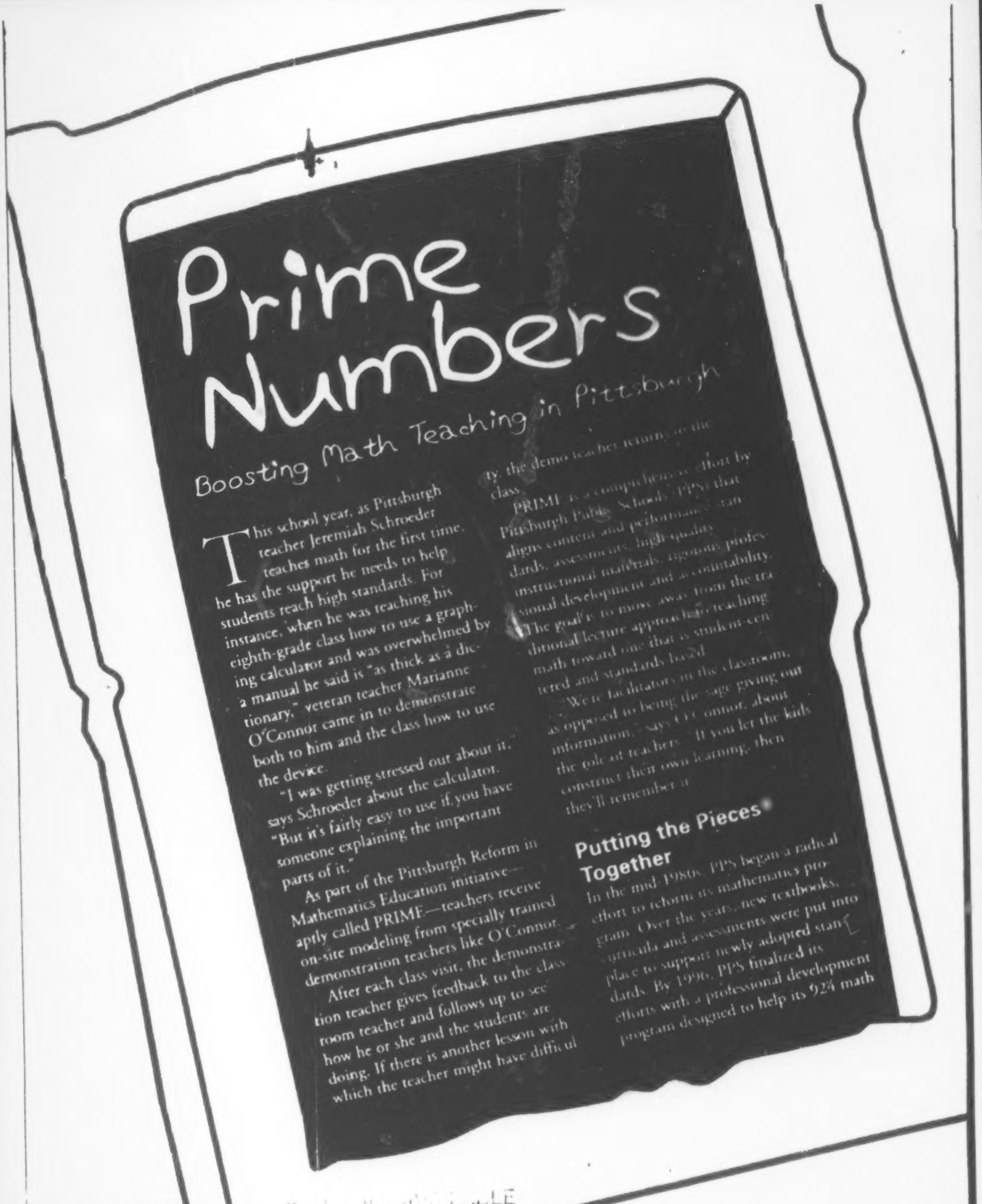
"Education is everybody's business," notes U.S. Secretary of Education Richard Riley, who will host the final Satellite Town Meeting of his administration on Tuesday, November 21. The broadcast, "Partners for Excellence: Families, Businesses, and Communities Working Together," will air live from 8:00 p.m. to 9:00 p.m. Eastern time.

Across the country, creative partnerships are bringing together new resources, ideas and volunteers to help local schools succeed. Businesses are not only allowing more time for parents to participate in their children's schools; they are establishing on-site schools in partnership with local districts. Communities are expanding the classroom curriculum by providing hands-on learning experiences in parks, offices and museums. And parents are providing expertise and time to help govern schools and set standards.

To join the Satellite Town Meeting, call 1-800-USA-LEARN (1-800-872-5327), or visit www.ed.gov/satelliteevent. Also, view live or archived Webcasts of the meeting by visiting Apple Computer's Apple Learning Interchange at http://ali.apple.com/events/aliqttv/.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance of Business, with support from the Bayer Foundation, the Procter and Gamble Fund and Target Stores.





Prime Numbers

Boosting Math Teaching in Pittsburgh

This school year, as Pittsburgh teacher Jeremiah Schroeder teaches math for the first time, he has the support he needs to help students reach high standards. For instance, when he was teaching his eighth-grade class how to use a graphing calculator and was overwhelmed by a manual he said is "as thick as a dictionary," veteran teacher Marianne O'Connor came in to demonstrate both to him and the class how to use the device.

"I was getting stressed out about it," says Schroeder about the calculator. "But it's fairly easy to use if you have someone explaining the important parts of it."

As part of the Pittsburgh Reform in Mathematics Education initiative—aptly called PRIME—teachers receive on-site modeling from specially trained demonstration teachers like O'Connor. After each class visit, the demonstration teacher gives feedback to the classroom teacher and follows up to see how he or she and the students are doing. If there is another lesson with which the teacher might have difficulty, the demo teacher returns to the class.

PRIME is a comprehensive effort by Pittsburgh Public Schools (PPS) that aligns content and performance standards, assessments, high-quality instructional materials, rigorous professional development and accountability. The goal is to move away from the traditional lecture approach to teaching math toward one that is student-centered and standards based.

"We're facilitators in the classroom, as opposed to being the sage giving out information," says O'Connor, about the role of teachers. "If you let the kids construct their own learning, then they'll remember it."

Putting the Pieces Together

In the mid-1980s, PPS began a radical effort to reform its mathematics program. Over the years, new textbooks, curricula and assessments were put into place to support newly adopted standards. By 1996, PPS finalized its efforts with a professional development program designed to help its 924 math

Demo teacher Marianne O'Connor.

teachers use the materials successfully. The result is a substantial increase in student achievement, including significant gains in schools with high-poverty and high-minority populations, says Diane Briars, co-director of the PRIME program.

"What's really made the difference in Pittsburgh over the past four years is that all of the elements for true systemic change are now in place," Briars explains. "Just one or two of those pieces is not enough. You need the whole thing."

Systemic mathematics reform, Briars admits, "requires a lengthy and complex process," especially for an urban district as large as Pittsburgh's, the second largest in Pennsylvania, with 97 public schools and approximately 40,000 students.

What initially limited the district's plan to raise student achievement was that its assessments were norm-referenced—student performance was gauged against a norm group instead of against high standards—and textbooks that were truly standards-based were not yet available. PRIME draws on the standards-based curricula *Everyday Mathematics* for the elementary level and *Connected Mathematics* for middle schools. The development of a high school component is underway.

Pushing Everyone's Thinking

To implement standards-based instruction in every Pittsburgh classroom, PRIME provides a continuum of experiences to prepare all math teachers. Curriculum Previews, which go through new materials unit by unit, lesson by lesson, help teachers use the instructional materials for the first time. The previews are held during a week in the summer and continue during the school year for a total of 50-60 hours. Other workshops focus on pedagogical issues, assessments and cross-grade content, including probability, algebraic reasoning and geometry.

"We try to push everybody's thinking and demonstrate how they can do that in the classroom," says O'Connor.

In addition to deepening their mathematical understanding, workshops allow the teachers an opportunity to hear from each other and to share different methods of teaching math with their students. Many of the principals are trying to schedule more time for teachers to meet during the day.

However, more demonstration teachers are needed. O'Connor is one of only two demo teachers covering two dozen schools with grades six to eight; another six demo teachers provide services to nearly 60 elementary schools. When a teacher is chosen, based on performance and recommendations, he or she moves out of the classroom, which creates a need as it fills one.

New Attitudes

PRIME requires not only a change in the style of teaching, but in attitudes among the teachers.

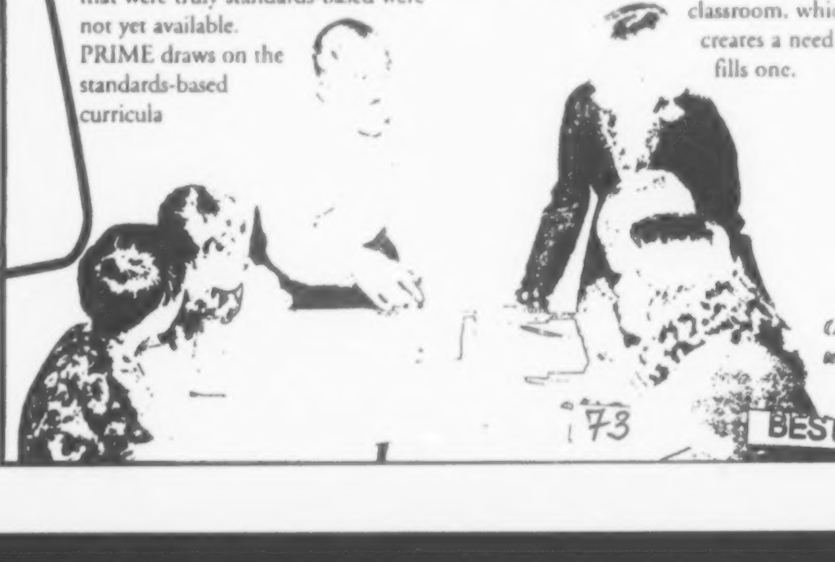
"Part of what's so hard is we're telling teachers 'Don't do what you've normally done for years.' It's a profound shift," says Briars.

She says the new materials have been developed by teams of mathematicians, teachers and curriculum experts, then tested in the classroom and revised based on what works. The standards-based approach, Briar adds, encourages teachers to work collaboratively to discuss, evaluate and improve their instruction, instead of working in isolation.

Students team up for a math assignment.

"How would you feel if you were going in for gall bladder surgery and your surgeon decided she wanted to do her *own* thing?" she questions. "That would never happen in the medical profession. Why then should teaching be any different? What we're saying is instruction—really effective instruction—should be a professional practice."

PRIME was made possible through a grant from the National Science Foundation. For more information, visit the Pittsburgh Public Schools' Web page at www.pps.pgh.pa.us, select the "Links" icon and then the option "Pittsburgh Reform in Mathematics Education," or e-mail Diane Briars at briars@pps.pgh.pa.us.



O'Connor demonstrates a lesson to new math teacher Jeremiah Schroeder.

PARTNERSHIP
for Family Involvement in Education

A coalition of more than 6,000 business, community, religious and education organizations nationwide. To join the Partnership, call 1-800-USA-LEARN or visit http://pfie.ed.gov

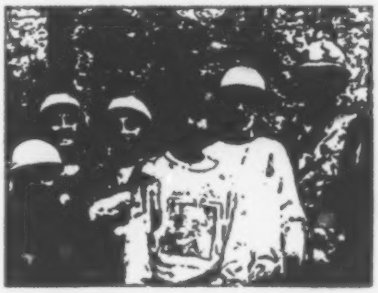
Arkansas Center Helps Students Discover Science Outdoors

As part of the science curriculum, fifth-graders in the Rogers School District in Rogers, Arkansas, leave the classroom for two days to camp overnight at the Ozark Natural Science Center (ONSC), where they discover science beyond their textbooks.

"When students return to school, their work reflects a different understanding of their environment," says Principal Nancy Swearingen of West Side Elementary.

Rogers is one of 10 school districts bringing its elementary students to the 486-acre campus of ONSC in the Ozark Mountains of northwest Arkansas. The center is equipped with an amphitheater, tenting areas, hiking trails, classrooms, a library, a laboratory and dormitories that accommodate 68 people.

ONSC's residential program, which includes 18 hours of outdoor instruction that involves night hikes to study astronomy, is a complement to the classroom. "We find that those kids who have difficulty in the classroom thrive out here, because it's hands-on and discovery-oriented," says assistant program director Lori Spencer.



Students return from a caving adventure.

For instance, students take a natural history hike through the mountains to study plant and animal life, as they record their observations in field journals. They work as research scientists exploring the surrounding forest and streamside communities, where an additional 15,000 acres circumvent the center. They also learn to look for and read animal tracks and signs.

According to Spencer, helping those students struggling in science was part of the reason the center was created. Built in 1990 by volunteers as a year-round science education facility for the community, ONSC hosts regional conferences and serves over 2,500 students each year from districts in the tri-state area of Arkansas, Kansas and Oklahoma.

The center also draws support from across the community. Retirees sew safety vests and collate the newsletter and students' journals. High school and college students help office staff and provide routine maintenance. Other volunteers build and maintain trails, create murals, and care for the trails for two weeks each year.

Beth Carnes, parent and long-term ONSC volunteer, says "the best way to learn science is to experience it."

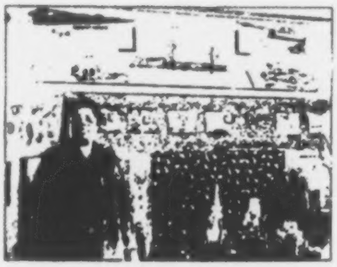
For more information about the Ozark Natural Science Center, call 501-789-2754 or visit http://onsc.uark.edu.

Iowa School Engages Early Learners in Math and Science

When first walking into the Martin Luther King, Jr. Academy of Math and Science, visitors get an eyeful. Three large panels drawn with plants, animals and computers extend from the ceiling, from which a fourth panel displaying the universe hangs.

"They usually don't believe what they see," says Principal Marlene Doby, "but it is indicative of what we offer extra to our children."

Doby says that many newcomers are surprised to find such grand illustrations in the Des Moines, Iowa, school because the academy has a very young student population—from pre-K to grade 3—and is located in a low socio-



Principal Doby in the academy's foyer.

economic area.

The Academy has had to be resourceful in providing students a hands-on experience for learning science and math. Parents and faculty created a pond full of fish and lily pads. In the schoolyard, children maintain a garden of corn, green beans, pumpkins and tomatoes, from which they learn what creatures in the soil are helpful to the plants. They even make stew from the vegetables they pick with the help of teachers.

This fall, pre-med students from Des Moines University bring in preserved organs to help students learn about the human body. In the spring, professors from Iowa State University will discuss environmental science and teach the children how to test and analyze soil samples.

In the summer, with a grant from the U.S. Department of Education's 21st Century Community Learning Centers program, the school extends its services to the fifth grade for a six-week "Hike Across America." The program provides a virtual trip in which students use the Internet to chart mileage, calculate travel expenses and gain knowledge about natural resources, vegetation and wildlife in the areas of travel.

For more information about the Martin Luther King, Jr. Academy of Math and Science, contact Marlene Doby at 515-243-1297 or by e-mail at marlene.doby@dmps.k12.ia.us.

ABOUT our

Winterthur Museum, a former country estate built in Delaware in 1839, provides pre-K–12 students an interactive experience for learning about early American life. Through hands-on instruction, young visitors explore historical artifacts from a collection of more than 89,000 pieces that include furniture, textiles and paintings made in America between 1640 and 1860.

"A lot of historical places try to give children a sense of the past, but we offer a large slice of American history under one roof," says Tracey Beck, associate curator of education.

Sitting on over 900 acres, Winterthur once belonged to Henry Francis Du Pont, an avid collector and trained horticulturist. Du Pont's pursuits led to the creation of a research library and naturalistic garden, which are also open to the public. In 2001, Winterthur will introduce its "Enchanted Woods" garden designed especially for children.

On November 11, the museum will begin its annual "Yuletide at Winterthur" to highlight the holiday celebrations of U.S. presidents in the 18th and 19th centuries. The exhibition, which will run through the end of the year, features a children's party in the room of former President Andrew Jackson.

For more information, call 1-800-448-3883, or visit www.winterthur.org.

[redacted]

CALENDAR

November 12–17, Houston, Texas
National Association of Partners in Education Conference, "Navigating Partnerships for Student Success." Call 703-836-4880, or visit www.partnersineducation.org.

November 29–December 2, Reno, Nev.
National Community Education Association 35th Annual Conference. Call 703-359-8973, or visit www.ncea.com/conferences.

December 1–3, Washington, D.C.
Zero To Three 15th National Training Institute, "Because Babies Are Our Future." Call 1-888-733-5364, or visit www.zerotothree.org.

December 13–15, Washington, D.C.
Final in a series of fall conferences for *Improving America's Schools.* The Partnership will hold meetings and a materials fair on the third day. For more information, call 1-800-203-5494, or visit www.ncbe.gwu.edu/iasconferences.

ANNOUNCEMENTS

The Southern California Edison utility company is using a section of its monthly bill inserts through 2001 to provide tips on improving children's education to more than four million customers. For more information about Edison's family and education efforts, call 1-800-655-4555, or visit www.edison.com.

The Museum of Science and Industry is offering a new mentoring program for high school students interested in building skills in math, science and technology, called "Inspiring Minds in Action." For more information, call 773-684-9844 extension 2424. Also, visit www.msichicago.org/ed/imap/index.html.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

ED PUBS
P.O. Box 1398
JESSUP, MD 20794-1398

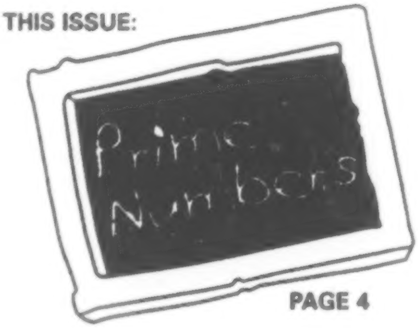
OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

U.S. Department of Education
COMMUNITY
Issue No. 82 UPDATE *Nov/Dec. 2000*

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

IN THIS ISSUE:



PAGE 4

Engaging Students in Mathematics and Science

At the dawn of the new millennium, students will need better math and science skills and better knowledge in order to succeed in college, careers, and everyday life. Below are a few resources available from the U.S. Department of Education and its partners for increasing excellence.

Figure This
&
Math
Equation

www.figurethis.org is an interactive Web site with math challenges for middle school students and their families. A paper copy of this resource can be ordered by calling 1-877-4-ED-PUBS (1-877-433-7827) with order number EK0258P.

www.ed.gov/pubs/EarlyMath, an online version of the publication *Early Childhood: Where Learning Begins—Mathematics*, provides activities for young children ages 2–5. The booklet may also be ordered by calling 1-877-4-ED-PUBS with order number ER0646P.

Early Childhood:
Where Learning Begins
Mathematics

www.enc.org, the Web site of the Eisenhower National Clearinghouse, includes a search engine for math and science resources for all ages that can sort results by grade level, subject and cost.

www.ars.usda.gov/is/kids is a science learning center offered by the Department of Agriculture with English and Spanish versions. Topics include biology, astronomy and the environment.

http://timsschallenge.cse.ucla.edu gives visitors the opportunity to compare their math skills to those of middle school students in numerous countries.

For more information, call 1-800-USA-LEARN (1-800-872-5327).